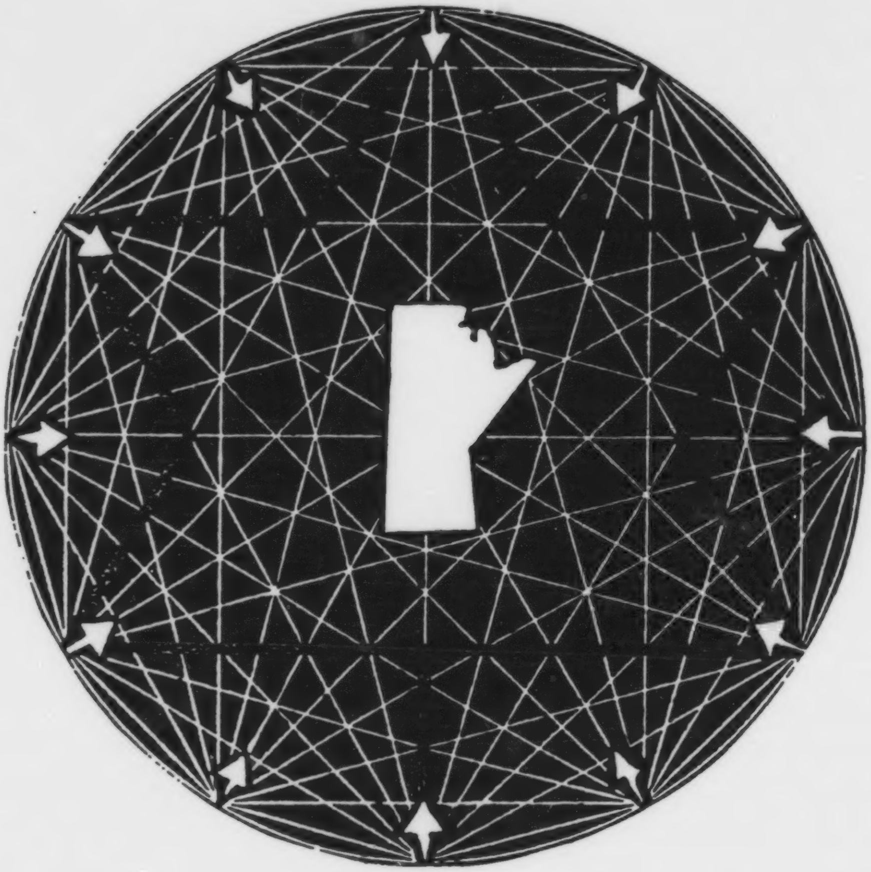
ISSUES, TRENDS AND OPTIONS:

MECHANISMS FOR THE ACCREDITATION OF FOREIGN CREDENTIALS IN MANITOBA



A REPORT OF THE WORKING GROUP ON IMMIGRANT CREDENTIALS

EXECUTIVE SUMMARY

Manitoba

1992

92-03986/

EXECUTIVE SUMMARY

The Working Group on Recognition of Immigrant Credentials and Experience was appointed December 19, 1989 by the Government of Manitoba to address the problem of accreditation of immigrant and foreign credentials in Manitoba. The Working Group was mandated to explore all aspects of the issue, establish an inventory of all relevant professional and voluntary organizations and associations, determine possible mechanisms for assessing and recognizing immigrant credentials and experience, consult with appropriate professional organizations and post-secondary institutions to assist in identifying the possible mechanisms, determine additional training components which may be required as part of the recognition mechanisms and make appropriate funding recommendations.

To achieve this, and to cover a broader spectrum of all stakeholders, the Working Group distributed four different sets of questionnaires to professional and trade associations, licensing and registering bodies, multicultural/ethnocultural organizations, educational institutions, individuals and other Manitobans in general. In addition, personal consultations were conducted in order to obtain specific background information as it relates to the issues of foreign credential recognition.

This Report also examines the impact and importance of Canada's Immigration Plan for 1991-1995 with respect to the issue of foreign credential recognition in Manitoba.

Several barriers to the accreditation process as identified by individual respondents and other stakeholders include the following:

- Lack of a centrally coordinated evaluating agency;
- Inflexible and complex language proficiency requirements;
- Inadequate financial resources to complete retraining;
- Insufficient residency positions in health related fields;
- Complex accreditation routes;
- Poor information on recognition procedures;
- Discriminatory evaluation practices (perceived or real in academic institutions, professions and trades);

- Inconsistent certification requirements;
- Inadequate evaluation/translation of foreign credentials;
- Inconsistent examinations, tests and retraining expectations;
- Confusion between role definition of academic admissibility/equivalency versus occupational recognition and accreditation; and
- Need to review some aspects of legislation involving the Occupational Acts required to facilitate recognition of foreign credentials.

Global indicators from this study show that the world economic, professional and occupational power will shift to more favourable environments. This study has shown that the people and the human resources of Manitoba are the greatest strengths of this province; that the development of this province is more than simply economic growth. It involves people, their aspirations and how they are able to use their resources and skills.

The findings of this report indicate that the issue of immigrant and foreign credential recognition requires a co-ordinated approach to ensure that standards are maintained and that individuals with foreign credentials are given the opportunity to work in their field of training and expertise.

In order to address this problem, and to provide mechanisms for the accreditation of foreign credentials in Manitoba, the Working Group has recommended the establishment of the CREDENTIALS AND SKILLS EVALUATION NETWORK (CSEN) empowered through enabling legislation to be responsible for the evaluation of foreign credentials and skills in Manitoba. CSEN will work closely with the federal and other provincial governments through the sharing of information and the establishment of bilateral agreements on accreditation issues.

This Report also recommends that an "Advisory Board" consisting of community representatives, academic, professional and trade sub-committees be established to provide professional, occupational and academic advice to the proposed CSEN.

This study is by no means exhaustive. Rather, an attempt has been made to address the issues as stipulated in the mandate of the Working Group. We believe that our recommendations to the government of Manitoba, will make a lasting contribution in the assessment of foreigncredentials and in the preparation of new instruments of evaluation which will be better suited to Manitoba's needs.

The recommendations and policy strategies provided are the result of views, comments and suggestions collected by means of the survey and consultations.

RECOMMENDATIONS:

ISSUE: LACK OF A CENTRALLY COORDINATED EVALUATING AGENCY

The absence of a central clearinghouse , fully mandated to be responsible for co-ordinating the agreements between interested stakeholders, and to address the issues related to foreign credential recognition, complicates the problem of employment access to immigrants and other Manitobans with foreign qualifications. If such an agency or branch of government is established it could address the issue of fairness and alleviate the growing concerns of the immigrant professional. The establishment of such a body, agency or branch of government, could provide the much needed environment for integration.

Therefore,

1. ***We recommend the establishment of a "Central Clearinghouse", to be named, "CSEN" (Credentials and Skills Evaluation Network) with a network data base linked internationally, nationally and provincially, and that it be responsible for the assessment of foreign credentials in Manitoba through legislation.***

2. ***We recommend that an "Advisory Board" consisting of community representatives, academic, professional and trade sub-committees be established to provide professional, occupational and academic advice to the proposed CSEN; and that appointments to this board be no larger than 10 at any given time with the Executive Director of CSEN serving as its Executive Secretary.***

3. *We recommend that CSEN be headed by an Executive Director and that it be established as a branch within the Citizenship Division of the Department of Culture, Heritage and Citizenship, and that a system be put in place whereby the Citizenship Division, the Departments of Education and Training, Labour and the Multiculturalism Secretariat can work closely together in a complementary fashion as members of joint planning and policy committees.*

4. *We recommend that the Province of Manitoba initiate negotiations with the federal government and with the other provinces and Territories to develop competency-based skills assessments for immigrant and foreign credential recognition in conjunction with domestic initiatives and standards for the purpose of achieving national competency-based standards.*

5. *We recommend that the proposed Credentials and Skills Evaluation Network be lodged within the Department of Culture, Heritage and Citizenship and that CSEN through legislation be mandated and recognized as having responsibility and regulatory powers for addressing all issues related to accreditation, as identified in this study, and, in addition, to the review and accreditation of foreign credentials in the Province of Manitoba.*

ISSUE: POOR INFORMATION ON RECOGNITION PROCEDURES

The provision of information and proper advice is a vital component of the recognition process. Prospective immigrants and potential investors to Manitoba should be able to access detailed information on the current occupational requirements in the various jurisdictions. Sufficient information and counselling should be made available to potential and prospective skilled immigrants. Proper information should be an integral component in addressing the problems associated with foreign credential recognition. While it is important to attract skilled immigrants to Manitoba, vital information, prior to immigration should be provided in order that prospective immigrants can make informed choices and decisions about their professions and trades.

Therefore,

6. ***We recommend that the Province of Manitoba establish a mechanism whereby the Credentials and Skills Evaluation Network (CSEN) can play an active role in making current information on the accreditation and certification requirements of professions and trades to prospective immigrants outside Canada through Canadian embassies and/or other functionaries and that this mechanism be reviewed and updated every 5 years.***

7. ***We recommend that future Manitoba-Canada Immigration policies, as they relate to all professional and occupational groups, and physicians in particular, entering Manitoba, clearly identify the need for prospective immigrants to fully document and identify their professional and occupational designations in order to ameliorate the misconceptions and difficulties which may arise upon entering Manitoba.***

8. ***We recommend that the Credentials and Skills Evaluation Network (CSEN) be established to take corrective measures to improve information and data collection on the professional/occupational status of prospective immigrants.***

9. ***We recommend that the declaration required of immigrants prior to immigration, and those who wish to be registered or licensed in Canada in order to practice their professions or trades, or any other occupation, be strengthened to reflect current Manitoba labour market needs.***

10. ***We recommend that a provincial data base under the auspices of the proposed Credentials and Skills Evaluation Network (CSEN), in conjunction with other provincial data-bases containing vital information on foreign credential accreditation requirements, be established to assist in the evaluation of programs and in the identification of the characteristics of other professional and occupational jurisdictions in Manitoba.***

11. ***We recommend that special emphasis be placed on communicating to immigrants with qualifications from outside Canada that the successful completion of any Professional Evaluation Examination is only one of the accepted minimum conditions for admission to any pre-registration training.***

12. ***We recommend that as part of an overall Manitoba-Canada Immigration policy, attention be paid to the skills of foreign trained professionals in order that they can find suitable employment in their designated fields without having to endure protracted periods of hardship.***

ISSUES: (i) ACCREDITATION ROUTES ARE TOO COMPLEX
(ii) CERTIFICATION REQUIREMENTS ARE INCONSISTENT

In evaluating the credentials and experience of immigrants and other Manitobans with foreign qualifications, special attention must be placed on the establishment of vital links with international skills inventory agencies. International and comparative educational systems must be understood to be able to make accurate and non-subjective judgements.

Therefore,

13. ***We recommend that CSEN act as a resource mechanism to educational institutions and individuals with foreign credentials in order to facilitate both the assessment process and, where appropriate, the "challenge exam" process.***

14. ***We recommend that CSEN provide in-person assessments and counselling to resident immigrants, and that pre-immigration guidelines on academic, occupational and other human resource investments be made available through CSEN.***

15. ***We recommend that an appeal mechanism be established to hear cases of CSEN's assessment of both the individual and occupational bodies.***

ISSUE: PRIOR-LEARNING EXPERIENCE DISCOUNTED

When experiences and qualifications from outside Canada are discounted or not recognized, there should be a logical rationale as to why such a decision has been made. The knowledge and skills acquired through life, work experience and study, which are not formally attested through any traditional educational or professional certification process should not be discounted without due process. Procedures should be developed for assessing learning by experience as a way for securing professional recognition.

Therefore,

16. *We recommend that as part of an overall government policy in addressing the issue of the accreditation of foreign credentials, greater emphasis be placed on allowing for professional and occupational course credits to be granted on the basis of prior experience, including volunteer work.*

17. *We recommend that the Faculties of Education at the Universities of Manitoba, Winnipeg and Brandon be encouraged to work with immigrant teachers with credentials from outside Canada to ensure that policies on educational admissibility and prior-learning experiences do not discourage entry.*

18. *We recommend that the Faculties of Education be encouraged to establish a special admissions category for immigrants and other new Canadians with education degrees (or other degrees) from outside Canada to enhance their admissibility and acceptance into education degree programs.*

19. *We recommend that a working relationship be established between Manitoba Education and Training and CSEN to upgrade the skills of teachers with foreign teacher education training in order to expedite the necessary process needed to meet the Manitoba certification requirements.*

ISSUE: LANGUAGE PROFICIENCY REQUIREMENTS ARE INFLEXIBLE AND COMPLEX. MORE LANGUAGE TRAINING IS NEEDED

Language tests, which are not occupationally sensitive, should either be phased out or revamped to reflect occupational sensitivity. By the same token, the lack of sufficient facility in language proficiency is often a barrier in itself to the individual's ability to integrate.

Therefore,

20. *We recommend that the mechanism for the delivery of standardized, structured, co-ordinated ESL programs be strengthened.*

21. *We recommend that consideration be given to the issue of ESL teacher certification.*

22. *We recommend that proficiency in one of Canada's two official languages and an acceptable level of clinical skills be part of the pre-conditions toward admission in the medical and health related areas.*

23. *We recommend that CSEN review the use of language proficiency tests such as TOEFL, MTB, CANTEST, TSE and other language tests with the view to develop/acquire, if appropriate, language proficiency tests which best satisfies the requirements of Manitoban educational institutions, professions and trades, and the linguistic needs of the clients.*

ISSUE: INSUFFICIENT RESIDENCY POSITIONS

Our survey indicates that the current number of clerkship and internship positions allocated to the Refugee Doctors Program, though an enlightened step, do not seem to be able to accommodate immigrant physicians who qualify for this program.

Therefore,

24. ***We recommend that the current positions for GOFMS (C/PR and Refugees) admission to the Faculty of Medicine be increased taking into account the distribution between the clerkship and internship positions.***

25. ***We also recommend that communities identified as under-serviced in terms of the distribution of physicians be encouraged to go into sponsorship agreements with the Standing Committee on Medical Manpower, the Faculty of Medicine and interested GOFMS (C/PR and Refugees) for the sponsoring of clerkship and internship positions for return-in-service commitments.***

26. ***We recommend a minimum of two (2) years residency in the Province of Manitoba for all GOFMS, prior to admission to the Faculty of Medicine, at the University of Manitoba.***

ISSUE: DISCRIMINATORY EVALUATION PRACTICES (PERCEIVED OR REAL IN ACADEMIC INSTITUTIONS, PROFESSIONS AND TRADES)

Systemic and individual barriers still exist. In some cases they are more evident. We noted that the lack of proper interpretation of regulatory requirements could eventually have negative impacts.

Therefore,

27. ***We recommend that legislation and regulations with respect to entry to professions or occupations with stipulated requirements such as "Canadian Citizenship" be discontinued.***

28. ***We recommend that educational institutions employ strategies to encourage participation by students to reflect the demographic and multicultural diversity of the Province of Manitoba.***

29. *We recommend that the* *__Program for Refugee Physicians__* *in the Faculty of Medicine, the University of Manitoba, be renamed to reflect the goals and aspirations of the program.*

ISSUE: INADEQUATE EVALUATION OF CREDENTIALS/TRANSLATION

Evaluation mechanisms, enhanced by an adequate translation of credentials must reflect an understanding of comparative education systems for the mechanisms to be meaningful.

Therefore,

30. *We recommend that CSEN develop competency-based skills assessments for foreign credentials recognition in conjunction with provincial standards in order to achieve and promote fair and equitable review mechanisms in the trades and professions.*

31. *We recommend that the Faculties of Education in all post-secondary institutions in Manitoba, at the request of Manitoba Education and Training Teacher Certification branch, and with the support of school divisions, be encouraged to consider allowing immigrant teachers to practice-teach in local schools while meeting the* *__re-certification__* *requirements.*

32. *We recommend that there be a provision for applicants with Foreign Law Credentials to appeal decisions by the Joint Committee on Accreditation (JCA), and that such appeals be heard by the Law Society of Manitoba.*

ISSUE: FINANCIAL RESOURCES INADEQUATE TO COMPLETE RE-TRAINING

We observed that the need to attain further training places a tremendous financial strain on both the skilled immigrant and the family. This inability to access new training, in most cases, places the individual in a difficult situation.

Therefore,

33. *We recommend that the Law Society of Manitoba and the Law School at the University of Manitoba, study the possibility of allowing foreign law graduates who have been admitted for entry to the Bar Admissions course, to spread their program beyond the current two years in order to ameliorate their financial burden*

34. *We recommend that access to and eligibility for financial support by way of the Student Loan Assistance Program be reviewed to remove inconsistencies or gaps in coverage and criteria since this will assist up-front costs associated with the recognition processes and skill upgrading.*

ISSUE: EXAMINATIONS, TESTS AND RETRAINING EXPECTATIONS ARE INCONSISTENT

What is the evaluation yardstick used by evaluating agencies concerning the recognition and validation of studies attained from outside Canada? Are the examinations, tests and retraining expectations consistent? These questions are very much to the point. They are of primordial importance since they have direct bearing on individual cases, which evaluating agencies or authorities frequently tend to either use or neglect. We state that evaluations, examinations or tests leading to the recognition of credentials obtained outside Canada have no meaning or value unless the evaluation itself is based on comparison of the "program" of the various stages of education in the same field of study in different countries.

Therefore,

35. *We recommend that the requirement of foreign law graduates to take the LSAT be reconsidered in order to provide the needed flexibility to address the issue of admissibility for graduates who already hold a law degree.*

36. *We recommend that the Faculty of Medicine, for admission purposes, consider the possibility of conducting its own clinical skills assessment of patient care and also* *provide the opportunity for oral professional communication capability experience,as part of an expansion of the MCCEE program.*

37. *We recommend that CSEN promote methods of skills assessment emphasizing competence and experience rather than just formal degrees, diplomas and certificates.*

ISSUE: TRADES

In order to increase the effectiveness of the Apprenticeship Programme in Manitoba, the federal cost sharing agreement for the purchase of in-school training should be addressed. Under the current structure, the system does not provide the flexibility needed for the Apprenticeship and Training Branch to choose the appropriate in-school training needed for new Canadians. The Apprenticeship and Training programme is industry-driven; and through recent re-organization within the Labour Services Division of the Department of Labour, it has taken the lead role in matters regarding training and certification of apprentices.

Therefore,

38. *We recommend the adoption of common core curricula for each trade through CSEN in the interest of efficiency, control and consistency of standards in facilitating the accreditation of foreign credentials in Manitoba.*

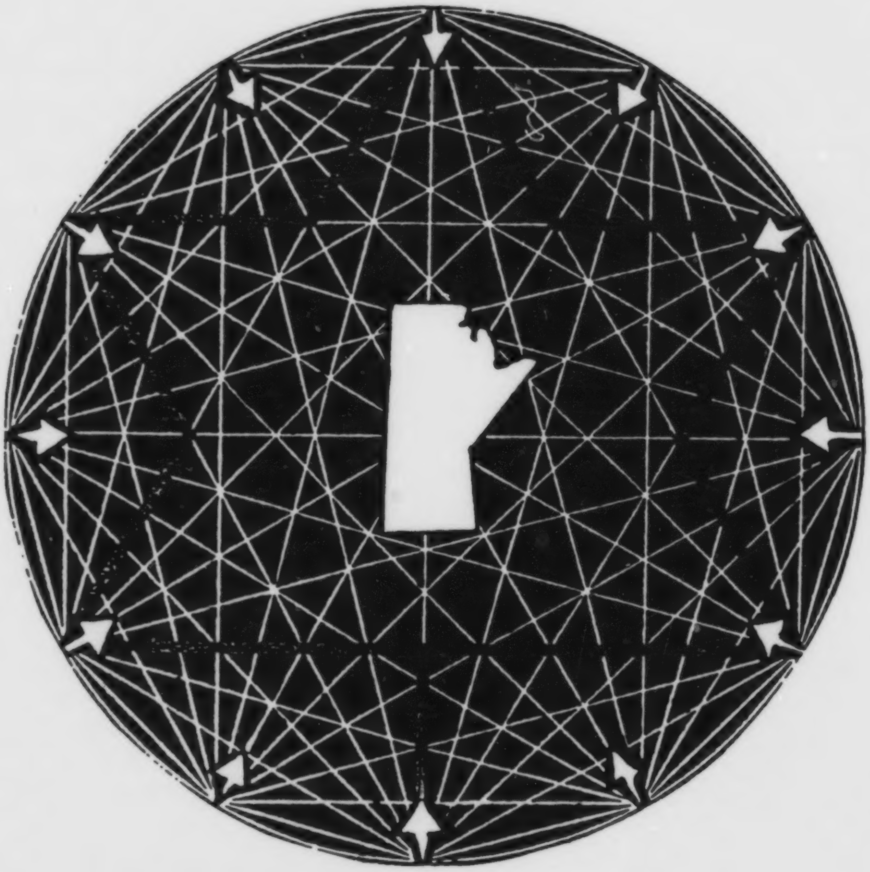
39. *We recommend that deliverers of in-school training be required to follow the core curriculum, as established by the appropriate Trade Advisory Committee in conjunction with CSEN.*

Finally,

40. *We urge all stakeholders and all provinces to lobby the federal government to establish a national clearinghouse to be consistent with current provincial initiatives across Canada in the recognition of foreign credentials.*

ISSUES, TRENDS AND OPTIONS:

MECHANISMS FOR THE ACCREDITATION OF FOREIGN CREDENTIALS IN MANITOBA



A REPORT OF THE WORKING GROUP ON IMMIGRANT CREDENTIALS

Manitoba

1992

"....the people and the human resources of Manitoba are the greatest strengths of this province, - that the development of this province is more than simply economic growth. It involves people, their aspirations, and how they are able to use their resources and skills. Manitoba, through a well-orchestrated strategy, can attain excellence through the utilization of its skilled workforce." (Report of the Working Group on Immigrant Credentials, 1992, 79)

Includes 10% post-consumer waste

Manitoba

January 23, 1992

The Honourable Bonnie Mitchelson
Minister of Culture, Heritage & Citizenship
Room 118, Legislative Building
Winnipeg, Manitoba
R3C 0V8

Dear Mrs. Mitchelson:

In response to our mandate, we, the members of the Working Group on Recognition of Immigrant Credentials and Experience in Manitoba, have the honour of herewith submitting our Final Report.

Yours sincerely,

Léo LeTourneau, Ph.D.
Chair

TABLE OF CONTENTS

Page

FOREWORD i

ACKNOWLEDGEMENTS ii

WORKING GROUP MEMBERS iii

ABBREVIATIONS v

LIST OF TABLES AND FIGURES vi

EXECUTIVE SUMMARY ix

1. BACKGROUND AND NEED FOR THE STUDY 1

    Government's Response 2
        The Mandate 3

    Procedure and Methodology 3

2. NATURE OF THE STUDY 5

    Introduction 5

    The Nature and Scope of the Problem: An Overview 7

3. CANADA IMMIGRATION PLAN (1991-1995) 12

    The Present Situation 12

    The 1991-1995 Canada Immigration Plan 13

        Highlights 13
        Skilled Workers 18

    The Multicultural Template and Foreign Credentials 19

TABLE OF CONTENTS

Page

The Government's View of the Multicultural Ideal 21

4. BARRIERS TO ACCREDITATION 22

Language Proficiency 22
Evaluation of academic credentials 23
Credit for experience abroad 23
Retraining and examination requirements 24
Perceived discrimination 24
Challenge exams 24
Translation and Interpreter Services 25
Prior Learning Assessment 25
License Testing 26
Language Training 26
Retraining 26
Appeal Process or Review of Decision 26
The Survey Process and Our Findings 27
Analysis of Data 29
Instrumentation 30

Issue Areas 33

Poor Information on Procedures 33
Accreditation Routes are too Complex 33
Certification requirements are inconsistent 35
Inadequate Evaluation/Translation of Foreign Credentials 37
Language Proficiency 38
Prior-Learning Experience Discounted 41
Financial Resources Inadequate to Complete Retraining 42
Examinations, Tests and Retraining Expectations are Inconsistent 43
Discriminatory: Evaluation Practices (Perceived or Real in Academic Institutions, Professions and Trades) 43
Lack of a Centrally Coordinated Evaluating Agency 45
Insufficient Residency Positions 45
Data Interpretation 46
Occupational Groups 51

TABLE OF CONTENTS

Page

Multicultural Groups and Ethnocultural Organizations 52

Educational Institutions 54
Universities 54

5. FUNCTIONAL RESPONSES TO ACCREDITATION BARRIERS 56

The UNESCO Agenda 56

Australian Model 58

Quebec: The Accreditation and Recognition Process 60

Secondary School (Grade 11) 60
Cegeps (Pre-University and Vocational Streams) 61
Universities 61
Immigrants and Foreign-Trained 61

The Manitoba Situation 62

Program Recognition 63
WORKFORCE 2000 66
The Refugee Doctor Clerkship Program 66
English for Academic Purposes (EAP) 67
English for Science and Technology (EST) 67
English for Medical Purposes (EMP) 68
Occupational Skills Assessment and
Training for Immigrants (OSATI) 68
Professional Certification of Teachers in Manitoba 68
Immigrant Access 69
Multiculturalism Secretariat 70
Accreditation and Women 71
Apprenticeship and Training 72

6. POLICY, STRATEGIES AND RECOMMENDATIONS 77

Foreign Credentials: Strategies for Accreditation in Manitoba 78

TABLE OF CONTENTS

Page

The Accreditation Model 79

Evaluation 80
Information 81
Academic Experience 83
Recognition of Skills Based on Experience 83

Strategy and Guiding Principles of CSEN 84

Enhanced Client Information Service 84

The Advisory Board 85

Proposed Organizational Structure 86
Executive Director 86
Policy Analyst (Competency Assessment/Pre-Screening) 87
Policy Analyst (Comparative Assessment) 87
Policy Analyst (Research/Policy Development) 87
Administrative/Clerical Support 87

Conclusion and Summary of Recommendations 89

Recommendations 90

Lack of a Centrally Coordinated Evaluating Agency 90
Poor Information on Recognition Procedures 91
Accreditation Routes are too Complex
Certification Requirements are Inconsistent 93
Prior-Learning Experience Discounted 93
Language Proficiency Requirements are Inflexible
and Complex, More Language Training is Needed 95
Insufficient Residency Positions 95
Discriminatory Evaluation Practices (Perceived or Real
In Academic Institutions, Professions and Trades) 96
Inadequate Evaluation of Credentials/Translation 97
Financial Resources Inadequate to Complete Re-training 97
Examinations, Tests and Retraining Expectations
are Inconsistent 98
Trades 99

TABLE OF CONTENTS

Page

BIBLIOGRAPHY 100

APPENDIX A CANADA IMMIGRATION PLAN (1991-1995) 110

Demographic and Selection Process: An Overview 110

Background 110

APPENDIX B PROFESSIONS AND TRADES REGISTRATION INVENTORY 126

ACCOUNTANT 126

Certified General Accountant in Manitoba 126
Comments 127
Admission Requirements 127
Exemptions 128

CHARTERED ACCOUNTANT 129

AGROLOGIST 130

Registering Body 130
Membership 130
Agrologist-in-Training 130

ARCHITECT 132

Registration Examinations 133
Members of other Provincial Associations 134
Comments 135

AIR TRAFFIC CONTROLLER/RADIO OPERATOR 136

Examining Office 136
Procedures for Certification 136

TABLE OF CONTENTS

Page

CHILD CARE WORKER 137

Certifying Office 137
Procedures for Classification 137
Comments 138

CHIROPRACTORS 139

Registering Body 139
Registration Procedures 139

DENTIST 141

Certifying Body 142
Procedures for Certification 142

DENTAL TECHNICIAN 143

DENTURE THERAPIST 144

DIETICIAN 145

Registering Body 145
Procedures for Registration 145

ENGINEER (Chemical, Civil, Electrical and Mechanical) 146

Regulating Body 146
Procedures for Licensure 146

ENGINEERING TECHNICIAN & TECHNOLOGIST 148

Certifying Body 148
Requirements for Membership 148
Levels of Certification in MANSCETT 148
Engineering Technician 148
Engineering Technologist 149
Upgrading 149
The Main Fields of Employment 149

TABLE OF CONTENTS

Page

LABORATORY TECHNOLOGIST (Medical) 150

- Regulating Body 150
- Procedures for Registration 150
- Comments 151

LAND SURVEYOR 152

- Regulating Body 152
- Requirements for Obtaining A Commission As A Manitoba Land Surveyor 153

LAWYER 154

- Regulating Body 154
- Procedures for Admission 154
- Assessment Fee 154
- Information of the Joint Committee on Accreditation (JCA) 155

MUSIC TEACHER 157

NURSE (Bachelor of Nursing and Registered Nurse) 158

- Evaluating Fee Schedules 159

OPHTHALMIC DISPENSER/OPTICIAN 160

- Registering Body 160

OPTOMETRIST 161

- Comment 162
- Registering Body 162

OCCUPATIONAL THERAPY 163

- Registering Body 163
- Requirements for Registration 163

TABLE OF CONTENTS

Page

PHARMACIST 164

Regulating Body 164
Regulations Governing Registration in Manitoba of Graduate Pharmacists from Schools or Colleges of Pharmacy other than the Faculty of Pharmacy, University of Manitoba 164
Comments 167

PHYSICIAN OR SURGEON 168

Registering Body 168
Requirements for Medical Registration 168

Registration Requirements 168
Academic 168
Clinical 169
Documentation and Fees Required: All Documents Must be Originals or Certified Copies and Must Accompany the Application 169
Licensure 170

Educational Register 171
Medical Graduates Who do Not Qualify for Registration Under 1A 171
External Students/Clinical Clerks 171

Specialist Registration 172
Other Medical Alternative 172

The Refugee Doctor Program 172

PHYSIOTHERAPIST 173

Comment 173

REGISTERED PSYCHIATRIC NURSE 174

Requirements for Registration 174

TABLE OF CONTENTS

Page

Reciprocal Recognition 174

Requirements - Documents-Out of Canada Applicants 176
The Basic Canadian Standard 176

RESPIRATORY THERAPIST 178

Registering Body 178
Institute 178
Procedures for Registration 178

SCHOOL CLINICIAN 179

Certifying Body 179
Procedures for Certification 179
Provisional Certification 179
Citizenship Requirements 179
Basis Requirements for Provisional Certification 180
Application Procedure 181

SOCIAL WORKER 182

Registering Body 182
Requirements for Membership 182
Comment 182

TEACHER 183

Certifying Body 183
Procedures for Certification 183
Comments 184

VETERINARIAN 185

Licensing Body 185
Procedures for Registration 185

TABLE OF CONTENTS

Page

X-RAY TECHNOLOGIST 186

Registering Body 186
Procedures for Registration 186

APPENDIX C: MULTICULTURAL AND ETHNOCULTURAL GROUPS CONTACTED 187

APPENDIX D: INDIVIDUALS AND OTHER MANITOBANS CONTACTED 200

APPENDIX E: PROFESSIONS/TRADES IN MANITOBA CONTACTED . . . 208

APPENDIX F: EDUCATIONAL INSTITUTIONS/ORGANIZATIONS CONTACTED 213

APPENDIX G: QUESTIONNAIRE FOR PROFESSIONS/TRADE ASSOCIATIONS, LICENSING AND REGISTERING BODIES 216

APPENDIX H: QUESTIONNAIRE FOR EDUCATIONAL INSTITUTIONS 228

APPENDIX I: QUESTIONNAIRE FOR INDIVIDUALS 236

APPENDIX J: QUESTIONNAIRE FOR MULTICULTURAL GROUPS AND ETHNOCULTURAL ORGANIZATIONS 248

APPENDIX K: TELEPHONE INTERVIEWS AND CONTACTS: 255

Ontario 255
Quebec 256
Alberta 256
British Columbia 256
Saskatchewan 256
Ottawa 257
Other 257

Page

APPENDIX L: CURRENT STATEMENT REQUIRED BY C.E.I.C. OFFICIALS 259

APPENDIX M: CURRENT STATEMENT REQUIRED BY THE QUEBEC MINISTRY OF IMMIGRATION AND CULTURAL COMMUNITIES 260

APPENDIX N: STATEMENT REQUIRED OF IMMIGRANTS WHO MUST BE REGISTERED OR LICENSED IN CANADA IN ORDER TO PRACTICE MEDICINE 261

APPENDIX O: TABLE 22 - MINIMUM INTERNSHIP REQUIREMENTS FOR LICENSURE APPLICABLE TO GRADUATES OF FOREIGN MEDICAL SCHOOLS 262

APPENDIX P: TABLE 23 - PROJECTIONS OF NURSE DEMAND AND OCCUPATIONAL LABOUR FORCE ENTRANTS, CANADA, 1987 TO 1995 263

GLOSSARY: 264

FOREWORD

On December 19, 1989 the Government of Manitoba established The Working Group on Recognition of Immigrant Credentials and Experience. The Working Group was instituted to address the problem of accreditation of immigrant and foreign credentials in Manitoba. The Group was also mandated to recommend ways to recognize the credentials and work experience of immigrants and those with qualifications from outside Canada. The Government also noted that there is currently no coherent system for assessing the abilities and credentials of immigrants and those with credentials from outside Canada. As such, the Working Group was mandated to:

1. explore all aspects of the issue;
2. establish an inventory of all relevant professional and voluntary organizations and associations;
3. determine possible mechanisms for assessing and recognizing immigrant credentials and experience;
4. consult with appropriate professional organizations and post-secondary institutions to assist in identifying the possible mechanisms;
5. determine additional training components which may be required as part of the recognition mechanisms;
6. make appropriate funding recommendations.

The Working Group is indebted to the citizens of Manitoba for making this study possible and for so graciously taking the time to share their concerns, comments and suggestions with us.

ACKNOWLEDGEMENTS

Several individuals, multicultural/ethnocultural organizations, professions and trade organizations, educational institutions and other Manitobans were instrumental in making the preparation of this report possible. The very generous, patient and gracious support and cooperation received from all those involved with the Working Group, are acknowledged and appreciated.

By establishing the Working Group to explore all aspects of the issue as they relate to foreign and immigrant Credential Recognition, the Government of Manitoba has taken a bold step in the right direction to address this problem. We wish to thank the Government of Manitoba for taking up this enormous challenge and for the continuous encouragement to the efforts of the Working Group.

Many thanks to all those organizations, institutions and individuals who took the time to provide the Working Group with information by participating in the surveys, consultations and/or submitting written briefs. Your invaluable participation has assisted the Working Group in the formulation of the policy recommendations as outlined in this report.

We express our sincere thanks to the Departments, Agencies and Boards who provided helpful information and insight from a program and policy point of view. Senior staff at the Department of Labour and Education and Training were helpful in disseminating vital information about the work and aspirations of the Working Group.

Staff in a number of branches of Culture, Heritage and Citizenship are remembered for the roles they played at various stages in facilitating the business of the Working Group.

The Working Group wishes to express its appreciation to all those who helped with its work. We wish to thank all members of the Working Group personally for their conscientious consideration of the issues addressed in this report. We extend our gratitude to all resource persons and particularly to those who gave their time generously.

We recognize the administrative, secretarial and word-processing contributions of Sandra Dangerfield, Joyce Bird and the entire staff at the Universities Grants Commission.

Finally, many thanks to Dr. Jerry Kuye, Director of the Working Group, for his patience, devotion and talents in the preparation of the Report.

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ABBREVIATIONS

AMSSA	Affiliation of Multicultural Societies and Service Agencies
ARUCC	Association of Registrars of Universities and Colleges of Canada
BNA	British North America Act
C/PR	Canadian/Permanent Residents
CANTEST	Canadian Test
CBIE	Canadian Bureau for International Education
CBLT	Community-Based Language Training
CEGEP	College of Professional and General Education - Pre-University and Vocational Streams
CEIC	Canada Employment and Immigration Commission
CMEC	Council of Ministers of Education Canada
CPL	Credit for Prior Learning
CSEN	Credentials and Skills Evaluation Network
EAP	English for Academic Purposes
EMP	English for Medical Purposes
ESL	English as A Second Language
EST	English for Science and Technology
GOFMS	Graduates of Foreign Medical Schools
IGIC	Inter Agency Group for Immigrant Concerns
JCA	Joint Committee on Accreditation
MCCI	Ministère des Communautes Culturelles et de l'immigration
MTB	Michigan Test Battery
NOOSR	National Office of Overseas Skills Recognition
OSATI	Occupational Skills and Training for Immigrants
TOEFL	Test of English As A Foreign Language
TSE	Test of Spoken English
UNESCO	United Nations Educational Scientific and Cultural Organization
WGIC	Working Group on Immigrant Credentials

LIST OF TABLES AND FIGURES

Tables **Page**

Table A The 1991-1995 Immigration Plan Breakdown (Year One) 16

Table B The 1991-1995 Immigration Plan (Year Two) 17

Table C Individual Responses - Issues Identified as Barriers by Total Individual Responses 32

Table D Individual Responses - Total Number of Respondents with Non-Recognized Foreign Credentials in Manitoba, By Country of Origin . 47

Table E Questionnaire - Professions, Trades and Licensing Bodies 52

Table F Apprenticeship Activity Report - Period April 1 to March 31 75

Table G Questionnaire - Multicultural Groups and Ethnocultural Organizations Responses 53

Table 1 International Immigration To Canada and the Provinces Annual Landings 111

Table 2 International Immigration to Manitoba - World Areas by Arrival Year 112

Table 3 International Immigration to Manitoba - Top Ten Source Countries 113

Table 4 Major Source Countries of Canadian Immigration. 1946-1967 113

Table 5 Immigration to Canada by Country of Origin, 1989 114

Table 6 International Immigration to Manitoba - Immigration Class. 1986-1989 114

Page

Table 7 International Immigration to Manitoba - Top Five Source Countries of Convention Refugees and Designated Class Immigrants 115

Table 8 International Immigration to Manitoba - Immigration Class by World Areas. 1986-1989 116

Table 9 International Immigration to Manitoba - Immigration Class by Family Status. 1986 - 1989 117

Table 10 International Immigration to Manitoba - Canadian Language Capability of All Immigrants. 1986-1989 118

Table 11 International Immigration to Manitoba - Canadian Language Capability of All Immigrants Under 15 Years of Age. 1986-1989 119

Table 12 International Immigration to Manitoba - Landings by Top Ten Mother Tongues 120

Table 13 International Immigration to Manitoba - Educational Qualifications of Working Age Immigrants (16-64 Years). 1986-1989 121

Table 14 International Immigration to Manitoba - Years of Schooling by Age Groups of Working Age Immigrants (16-64 Years). 1986-1989 121

Table 15 International Immigration to Manitoba - Top Ten Source Countries of Selected Workers. 1989 122

Table 16 International Immigration to Manitoba - Top Ten Source Countries of Non-Selected Workers. 1989 122

Table 17 International Immigration to Manitoba - Major Occupational Groups by Type of Worker. 1989 123

Page

Table 18 International Immigration to Manitoba - Top Twenty Intended Occupations of Selected Workers. 1989 124

Table 19 International Immigration to Manitoba - Top Twenty Intended Occupations of Non-Selected Workers. 1989 124

Table 20 International Immigration to Manitoba - Intended Occupations. 1989 125

Table 21 International Immigration to Manitoba - Educational Qualifications by Type of Worker. 1989 125

Figures

Figure 1 Proposed Credentials and Skills Evaluation Network (CSEN) Organizational Mechanism For Accreditation 82

Figure 2 Credentials and Skills Evaluation Network (CSEN) Proposed Organizational Structure 88

EXECUTIVE SUMMARY

The Working Group on Recognition of Immigrant Credentials and Experience was appointed December 19, 1989 by the Government of Manitoba to address the problem of accreditation of immigrant and foreign credentials in Manitoba. The Working Group was mandated to explore all aspects of the issue, establish an inventory of all relevant professional and voluntary organizations and associations, determine possible mechanisms for assessing and recognizing immigrant credentials and experience, consult with appropriate professional organizations and post-secondary institutions to assist in identifying the possible mechanisms, determine additional training components which may be required as part of the recognition mechanisms and make appropriate funding recommendations.

To achieve this, and to cover a broader spectrum of all stakeholders, the Working Group distributed four different sets of questionnaires to professional and trade associations, licensing and registering bodies, multicultural/ethnocultural organizations, educational institutions, individuals and other Manitobans in general. In addition, personal consultations were conducted in order to obtain specific background information as it relates to the issues of foreign credential recognition.

This Report also examines the impact and importance of Canada's Immigration Plan for 1991-1995 with respect to the issue of foreign credential recognition in Manitoba.

Several barriers to the accreditation process as identified by individual respondents and other stakeholders include the following:

- Lack of a centrally coordinated evaluating agency;
- Inflexible and complex language proficiency requirements;
- Inadequate financial resources to complete retraining;
- Insufficient residency positions in health related fields;
- Complex accreditation routes;
- Poor information on recognition procedures;
- Discriminatory evaluation practices (perceived or real in academic institutions, professions and trades);

- Inconsistent certification requirements;
- Inadequate evaluation/translation of foreign credentials;
- Inconsistent examinations, tests and retraining expectations;
- Confusion between role definition of academic admissibility/equivalency versus occupational recognition and accreditation; and
- Need to review some aspects of legislation involving the Occupational Acts required to facilitate recognition of foreign credentials.

Global indicators from this study show that the world economic, professional and occupational power will shift to more favourable environments. This study has shown that the people and the human resources of Manitoba are the greatest strengths of this province; that the development of this province is more than simply economic growth. It involves people, their aspirations and how they are able to use their resources and skills.

The findings of this report indicate that the issue of immigrant and foreign credential recognition requires a co-ordinated approach to ensure that standards are maintained and that individuals with foreign credentials are given the opportunity to work in their field of training and expertise.

In order to address this problem, and to provide mechanisms for the accreditation of foreign credentials in Manitoba, the Working Group has recommended the establishment of the CREDENTIALS AND SKILLS EVALUATION NETWORK (CSEN) empowered through enabling legislation to be responsible for the evaluation of foreign credentials and skills in Manitoba. CSEN will work closely with the federal and other provincial governments through the sharing of information and the establishment of bilateral agreements on accreditation issues.

This Report also recommends that an "Advisory Board" consisting of community representatives, academic, professional and trade sub-committees be established to provide professional, occupational and academic advice to the proposed CSEN.

This study is by no means exhaustive. Rather, an attempt has been made to address the issues as stipulated in the mandate of the Working Group. We believe that our recommendations to the government of Manitoba, will make a lasting contribution in the assessment of foreigncredentials and in the preparation of new instruments of evaluation which will be better suited to Manitoba's needs.

The recommendations and policy strategies provided are the result of views, comments and suggestions collected by means of the survey and consultations.

RECOMMENDATIONS:

ISSUE: LACK OF A CENTRALLY COORDINATED EVALUATING AGENCY

The absence of a central clearinghouse , fully mandated to be responsible for co-ordinating the agreements between interested stakeholders, and to address the issues related to foreign credential recognition, complicates the problem of employment access to immigrants and other Manitobans with foreign qualifications. If such an agency or branch of government is established it could address the issue of fairness and alleviate the growing concerns of the immigrant professional. The establishment of such a body, agency or branch of government, could provide the much needed environment for integration.

Therefore,

1. ***We recommend the establishment of a "Central Clearinghouse", to be named, "CSEN" (Credentials and Skills Evaluation Network) with a network data base linked internationally, nationally and provincially, and that it be responsible for the assessment of foreign credentials in Manitoba through legislation.***

2. ***We recommend that an "Advisory Board" consisting of community representatives, academic, professional and trade sub-committees be established to provide professional, occupational and academic advice to the proposed CSEN; and that appointments to this board be no larger than 10 at any given time with the Executive Director of CSEN serving as its Executive Secretary.***

3. *We recommend that CSEN be headed by an Executive Director and that it be established as a branch within the Citizenship Division of the Department of Culture, Heritage and Citizenship, and that a system be put in place whereby the Citizenship Division, the Departments of Education and Training, Labour and the Multiculturalism Secretariat can work closely together in a complementary fashion as members of joint planning and policy committees.*

4. *We recommend that the Province of Manitoba initiate negotiations with the federal government and with the other provinces and Territories to develop competency-based skills assessments for immigrant and foreign credential recognition in conjunction with domestic initiatives and standards for the purpose of achieving national competency-based standards.*

5. *We recommend that the proposed Credentials and Skills Evaluation Network be lodged within the Department of Culture, Heritage and Citizenship and that CSEN through legislation be mandated and recognized as having responsibility and regulatory powers for addressing all issues related to accreditation, as identified in this study, and, in addition, to the review and accreditation of foreign credentials in the Province of Manitoba.*

ISSUE: POOR INFORMATION ON RECOGNITION PROCEDURES

The provision of information and proper advice is a vital component of the recognition process. Prospective immigrants and potential investors to Manitoba should be able to access detailed information on the current occupational requirements in the various jurisdictions. Sufficient information and counselling should be made available to potential and prospective skilled immigrants. Proper information should be an integral component in addressing the problems associated with foreign credential recognition. While it is important to attract skilled immigrants to Manitoba, vital information, prior to immigration should be provided in order that prospective immigrants can make informed choices and decisions about their professions and trades.

Therefore,

6. ***We recommend that the Province of Manitoba establish a mechanism whereby the Credentials and Skills Evaluation Network (CSEN) can play an active role in making current information on the accreditation and certification requirements of professions and trades to prospective immigrants outside Canada through Canadian embassies and/or other functionaries and that this mechanism be reviewed and updated every 5 years.***

7. ***We recommend that future Manitoba-Canada Immigration policies, as they relate to all professional and occupational groups, and physicians in particular, entering Manitoba, clearly identify the need for prospective immigrants to fully document and identify their professional and occupational designations in order to ameliorate the misconceptions and difficulties which may arise upon entering Manitoba.***

8. ***We recommend that the Credentials and Skills Evaluation Network (CSEN) be established to take corrective measures to improve information and data collection on the professional/occupational status of prospective immigrants.***

9. ***We recommend that the declaration required of immigrants prior to immigration, and those who wish to be registered or licensed in Canada in order to practice their professions or trades, or any other occupation, be strengthened to reflect current Manitoba labour market needs.***

10. ***We recommend that a provincial data base under the auspices of the proposed Credentials and Skills Evaluation Network (CSEN), in conjunction with other provincial data-bases containing vital information on foreign credential accreditation requirements, be established to assist in the evaluation of programs and in the identification of the characteristics of other professional and occupational jurisdictions in Manitoba.***

11. ***We recommend that special emphasis be placed on communicating to immigrants with qualifications from outside Canada that the successful completion of any Professional Evaluation Examination is only one of the accepted minimum conditions for admission to any pre-registration training.***

12. ***We recommend that as part of an overall Manitoba-Canada Immigration policy, attention be paid to the skills of foreign trained professionals in order that they can find suitable employment in their designated fields without having to endure protracted periods of hardship.***

ISSUES: (i) ACCREDITATION ROUTES ARE TOO COMPLEX
(ii) CERTIFICATION REQUIREMENTS ARE INCONSISTENT

In evaluating the credentials and experience of immigrants and other Manitobans with foreign qualifications, special attention must be placed on the establishment of vital links with international skills inventory agencies. International and comparative educational systems must be understood to be able to make accurate and non-subjective judgements.

Therefore,

13. ***We recommend that CSEN act as a resource mechanism to educational institutions and individuals with foreign credentials in order to facilitate both the assessment process and, where appropriate, the "challenge exam" process.***

14. ***We recommend that CSEN provide in-person assessments and counselling to resident immigrants, and that pre-immigration guidelines on academic, occupational and other human resource investments be made available through CSEN.***

15. ***We recommend that an appeal mechanism be established to hear cases of CSEN's assessment of both the individual and occupational bodies.***

ISSUE: PRIOR-LEARNING EXPERIENCE DISCOUNTED

When experiences and qualifications from outside Canada are discounted or not recognized, there should be a logical rationale as to why such a decision has been made. The knowledge and skills acquired through life, work experience and study, which are not formally attested through any traditional educational or professional certification process should not be discounted without due process. Procedures should be developed for assessing learning by experience as a way for securing professional recognition.

Therefore,

16. ***We recommend that as part of an overall government policy in addressing the issue of the accreditation of foreign credentials, greater emphasis be placed on allowing for professional and occupational course credits to be granted on the basis of prior experience, including volunteer work.***

17. ***We recommend that the Faculties of Education at the Universities of Manitoba, Winnipeg and Brandon be encouraged to work with immigrant teachers with credentials from outside Canada to ensure that policies on educational admissibility and prior-learning experiences do not discourage entry.***

18. ***We recommend that the Faculties of Education be encouraged to establish a special admissions category for immigrants and other new Canadians with education degrees (or other degrees) from outside Canada to enhance their admissibility and acceptance into education degree programs.***

19. ***We recommend that a working relationship be established between Manitoba Education and Training and CSEN to upgrade the skills of teachers with foreign teacher education training in order to expedite the necessary process needed to meet the Manitoba certification requirements.***

ISSUE: LANGUAGE PROFICIENCY REQUIREMENTS ARE INFLEXIBLE AND COMPLEX. MORE LANGUAGE TRAINING IS NEEDED

Language tests, which are not occupationally sensitive, should either be phased out or revamped to reflect occupational sensitivity. By the same token, the lack of sufficient facility in language proficiency is often a barrier in itself to the individual's ability to integrate.

Therefore,

20. ***We recommend that the mechanism for the delivery of standardized, structured, co-ordinated ESL programs be strengthened.***

21. ***We recommend that consideration be given to the issue of ESL teacher certification.***

22. ***We recommend that proficiency in one of Canada's two official languages and an acceptable level of clinical skills be part of the pre-conditions toward admission in the medical and health related areas.***

23. ***We recommend that CSEN review the use of language proficiency tests such as TOEFL, MTB, CANTEST, TSE and other language tests with the view to develop/acquire, if appropriate, language proficiency tests which best satisfies the requirements of Manitoban educational institutions, professions and trades, and the linguistic needs of the clients.***

ISSUE: INSUFFICIENT RESIDENCY POSITIONS

Our survey indicates that the current number of clerkship and internship positions allocated to the Refugee Doctors Program, though an enlightened step, do not seem to be able to accommodate immigrant physicians who qualify for this program.

Therefore,

24. *We recommend that the current positions for GOFMS (C/PR and Refugees) admission to the Faculty of Medicine be increased taking into account the distribution between the clerkship and internship positions.*

25. *We also recommend that communities identified as under-serviced in terms of the distribution of physicians be encouraged to go into sponsorship agreements with the Standing Committee on Medical Manpower, the Faculty of Medicine and interested GOFMS (C/PR and Refugees) for the sponsoring of clerkship and internship positions for return-in-service commitments.*

26. *We recommend a minimum of two (2) years residency in the Province of Manitoba for all GOFMS, prior to admission to the Faculty of Medicine, at the University of Manitoba.*

ISSUE: DISCRIMINATORY EVALUATION PRACTICES (PERCEIVED OR REAL IN ACADEMIC INSTITUTIONS, PROFESSIONS AND TRADES)

Systemic and individual barriers still exist. In some cases they are more evident. We noted that the lack of proper interpretation of regulatory requirements could eventually have negative impacts.

Therefore,

27. *We recommend that legislation and regulations with respect to entry to professions or occupations with stipulated requirements such as "Canadian Citizenship" be discontinued.*

28. *We recommend that educational institutions employ strategies to encourage participation by students to reflect the demographic and multicultural diversity of the Province of Manitoba.*

29. We recommend that the Program for Refugee Physicians in the Faculty of Medicine, the University of Manitoba, be renamed to reflect the goals and aspirations of the program.

ISSUE: INADEQUATE EVALUATION OF CREDENTIALS/TRANSLATION

Evaluation mechanisms, enhanced by an adequate translation of credentials must reflect an understanding of comparative education systems for the mechanisms to be meaningful.

Therefore,

30. We recommend that CSEN develop competency-based skills assessments for foreign credentials recognition in conjunction with provincial standards in order to achieve and promote fair and equitable review mechanisms in the trades and professions.

31. We recommend that the Faculties of Education in all post-secondary institutions in Manitoba, at the request of Manitoba Education and Training Teacher Certification branch, and with the support of school divisions, be encouraged to consider allowing immigrant teachers to practice-teach in local schools while meeting the re-certification requirements.

32. We recommend that there be a provision for applicants with Foreign Law Credentials to appeal decisions by the Joint Committee on Accreditation (JCA), and that such appeals be heard by the Law Society of Manitoba.

ISSUE: FINANCIAL RESOURCES INADEQUATE TO COMPLETE RE-TRAINING

We observed that the need to attain further training places a tremendous financial strain on both the skilled immigrant and the family. This inability to access new training, in most cases, places the individual in a difficult situation.

Therefore,

33. *We recommend that the Law Society of Manitoba and the Law School at the University of Manitoba, study the possibility of allowing foreign law graduates who have been admitted for entry to the Bar Admissions course, to spread their program beyond the current two years in order to ameliorate their financial burden*

34. *We recommend that access to and eligibility for financial support by way of the Student Loan Assistance Program be reviewed to remove inconsistencies or gaps in coverage and criteria since this will assist up-front costs associated with the recognition processes and skill upgrading.*

ISSUE: EXAMINATIONS, TESTS AND RETRAINING EXPECTATIONS ARE INCONSISTENT

What is the evaluation yardstick used by evaluating agencies concerning the recognition and validation of studies attained from outside Canada? Are the examinations, tests and retraining expectations consistent? These questions are very much to the point. They are of primordial importance since they have direct bearing on individual cases, which evaluating agencies or authorities frequently tend to either use or neglect. We state that evaluations, examinations or tests leading to the recognition of credentials obtained outside Canada have no meaning or value unless the evaluation itself is based on comparison of the "program" of the various stages of education in the same field of study in different countries.

Therefore,

35. *We recommend that the requirement of foreign law graduates to take the LSAT be reconsidered in order to provide the needed flexibility to address the issue of admissibility for graduates who already hold a law degree.*

36. *We recommend that the Faculty of Medicine, for admission purposes, consider the possibility of conducting its own clinical skills assessment of patient care and also* *provide the opportunity for oral professional communication capability experience,as part of an expansion of the MCCEE program.*

37. *We recommend that CSEN promote methods of skills assessment emphasizing competence and experience rather than just formal degrees, diplomas and certificates.*

ISSUE: TRADES

In order to increase the effectiveness of the Apprenticeship Programme in Manitoba, the federal cost sharing agreement for the purchase of in-school training should be addressed. Under the current structure, the system does not provide the flexibility needed for the Apprenticeship and Training Branch to choose the appropriate in-school training needed for new Canadians. The Apprenticeship and Training programme is industry-driven; and through recent re-organization within the Labour Services Division of the Department of Labour, it has taken the lead role in matters regarding training and certification of apprentices.

Therefore,

38. *We recommend the adoption of common core curricula for each trade through CSEN in the interest of efficiency, control and consistency of standards in facilitating the accreditation of foreign credentials in Manitoba.*

39. *We recommend that deliverers of in-school training be required to follow the core curriculum, as established by the appropriate Trade Advisory Committee in conjunction with CSEN.*

Finally,

40. *We urge all stakeholders and all provinces to lobby the federal government to establish a national clearinghouse to be consistent with current provincial initiatives across Canada in the recognition of foreign credentials.*

1. BACKGROUND AND NEED FOR THE STUDY

It is a known fact that the fate and career, competence and professional success of a growing number of immigrants, refugees and Canadians with credentials attained from outside Canada are very closely linked to the recognition and validation of studies undertaken abroad. Individuals affected by the lack of recognition of their skills and credentials want systems to be put in place which will address the whole recognition issue. There is a growing demand for credential recognition, especially since the issue of educational governance falls within provincial boundaries. Advancements in the area of lifelong education, exemplified by the recent Immigration Plan (1991-1995) of the Federal Government of Canada make this demand more urgent *(CEIC, 1990)*. The Government of Manitoba stated that immigrants to Manitoba who possess academic credentials or significant work experience gained in their home countries experience serious difficulties in having their training and experience recognized. Because many of these individuals are underemployed, the province experiences a loss of available professional and technical skills, often in fields in which there are skills shortages *(Government of Manitoba, 1989, 1)*. Current immigration trends as they relate to skills and credential recognition show that the problem is much more complex, particularly with the influx of immigrants from Asia, South America, Africa and Central Europe.

Canada does not yet have a national body for the accreditation and recognition of international credentials. Each province is left on its own to determine the way in which foreign credentials will be assessed. The provinces, except for Quebec, do not have provincial bodies with the authority to determine international credential equivalences.

> *In Manitoba, there is no coherent approach to assessing immigrant credentials and work experience for tradespeople, technicians, or professionals. As such, each post-secondary institution, government department, and professional association has separate procedures for accreditation and recognition of international credentials. As a result of this ad hoc approach, many decisions on credential equivalences are not based on current, factual comparative research, but are, instead, formulated from subjective, out-dated, and often*

> *incorrect opinions. The current process towards accreditation is costly and time-consuming and does not adequately assist immigrants to acquire any additional education or training which may be required in order to receive certification or licensing (Government of Manitoba, 1989).*

However, in some cases, some ground-breaking gains have been made in Manitoba in recent years and in several areas. Specifically, the Refugee Doctors' Clerkship Programme at the University of Manitoba is an example of the importance of partnerships involving community-lobby efforts and the cooperation of all levels of government. This programme came into being at the height of the plight of refugees from South East Asia in the early 1980's. In 1984, representatives from the communities in Winnipeg, led by Dr. Joseph Du, approached the Department of Employment and Immigration to initiate resettlement programs in the area of medicine in order to retrain refugee doctors in Manitoba. This effort from the community, resulted in the establishment of the Refugee Doctor's Clerkship Programme. Also, the efforts of the Provincial Department of Health, the University of Manitoba, Faculty of Medicine and the College of Physicians and Surgeons of Manitoba were important. The objective of this programme is to improve the overall programme design and address specific problems experienced mostly by refugee doctors within the Province of Manitoba. *(Government of Manitoba, 1989, 1).*

GOVERNMENT'S RESPONSE:

To address the problem of accreditation, the Government of Manitoba in December, 1989, established a Working Group to recommend ways to recognize the credentials and work experience of immigrants and those with qualifications from outside Canada. The government noted that there is currently no coherent system for assessing the abilities and credentials of immigrants and those with credentials from outside Canada. To this end, a Working Group on Recognition of Immigrant Credentials and Work Experience was established to determine the nature and size of the issue and make recommendations on mechanisms which could be instituted to assess and recognize immigrant credentials and work experience *(Government of Manitoba, 1989, 2).*

The Mandate:

The mandate of the Working Group is to:

1. *explore all aspects of the issue;*
2. *establish an inventory of all relevant professional and voluntary organizations and associations;*
3. *determine possible mechanisms for assessing and recognizing immigrant credentials and experience;*
4. *consult with appropriate professional organizations and post-secondary institutions to assist in identifying the possible mechanisms;*
5. *determine additional training components which may be required as part of the recognition mechanisms;*
6. *make appropriate funding recommendations. (Government of Manitoba, 1989, 3)*

The Government noted that the issue of foreign credential recognition requires a co-ordinated approach to ensure that standards are maintained and that new Canadians are given the opportunity to work in their field of training and expertise. To achieve this goal, the Working Group instituted the following methodology.

PROCEDURE AND METHODOLOGY

This study consists of a long-term action plan. A major objective is to clarify the various aspects of issues which several bodies - local, national, international, governmental and professional bodies are attempting to resolve. This approach would eventually assist in addressing this major problem. To achieve the goals of the Working Group, and to cover a broader range of all stakeholders by way of surveys, we distributed four different sets of questionnaires to the following groups:

1. Professions/Trades Associations, Licensing and Registering Bodies;
2. Multicultural Groups and Ethnocultural Organizations;
3. Educational Institutions; and
4. Individuals, and other Manitobans in general.

Personal consultations were conducted with professional groups, trade associations, ethnocultural associations, multicultural groups, post-secondary institutions and several individuals. The questionnaires were designed to collect specific background information as it relates to the issues affecting the recognition of foreign credentials in Manitoba. (For details see Appendices G, H, I and J). The findings of the questionnaires will be addressed later on in this report in conjunction with our recommendations.

2. NATURE OF THE STUDY

INTRODUCTION

The recognition and accreditation of skills within the framework of portability across Canada, has far-reaching implications beyond the issues facing immigrants in Manitoba. It is a global problem which is now being addressed in the European community and in most states of the Commonwealth. Europe is quickly adapting to the reality of globalization and introducing non-protectionist policies and measures with the intention of facilitating the movement of professionals from country to country (*Council of Europe, 1989).*

Canada cannot be left out of this process of globalization. Canada should be involved in the contractual and reciprocity agreements now developing among member-states of the European community. As we come closer to the 1992 integration of markets in Europe it is important that we do not keep skilled immigrants out of their chosen occupations since this will rob Canada, and Manitoba in particular, of vital skills needed to boost the economy and the labour force. This should be the goal of any industralized nation *(McDade, 1988).*

In Manitoba, immigrants have contributed to the rich culture of this province. In doing so, they have advanced the growth and economic development through their skills and experience. Over the years, Manitoba's economy has received the benefits of the skills of individuals with credentials and qualifications earned outside Canada. In most cases, they have filled the need in the very highly needed occupations and professions (*Honourable Len Derkach, Minister of Education and Training, 1989).*

In Manitoba, several groups, individuals and permanent residents (landed immigrants) have identified some of the various difficulties they have experienced in their quest for recognition, accreditation and certification of their credentials and skills. Some have experienced difficulties in obtaining the right and access to practice in their respective occupations.

To promote the equality of all in Canada, "the government of Canada recognizes the diversity of Canadians as regards to race, nationality or ethnic origin, colour and religion as a fundamental characteristic of Canadian society and is committed to a policy of multiculturalism designed to preserve and enhance...the equality of all Canadians in the economic, social, cultural and political life of Canada." *(The Canadian Multiculturalism Act, July 21, 1988)* There is little doubt that the recognition and validation of studies, experience and prior learning pursued or attained from outside Canada constitute "problems" to the permanent resident or new- comer to Manitoba. Most immigrants or new Canadians, believe that their credentials will be readily accepted, recognized and validated worldwide. This is not the case in Canada. The resulting effect, in some cases, has been one of anxiety and frustration.

Due to the changing demographic patterns in Canada and Manitoba, there has been an increasing need for the evaluation of educational or occupational credentials earned from outside Canada. Governments around the world have tried to solve the resulting problem unilaterally, bilaterally, regionally and multilaterally through international bodies. None of these methods have been very successful. It has, however, become increasingly clear over the last few years that no automatic system of credential equivalence could be accepted across many countries. *(Council of Ministers of Education, 1989)*

Institutions and occupational bodies in Canada, and in Manitoba in particular, need to understand educational systems throughout the world in order to properly analyze foreign credentials so as to determine their equivalence and acceptability. Several indicators show that an accurate interpretation of credentials earned outside Canada can also enable fair decisions as to where the applicants fit in the Canadian system or in that of Manitoba.

Special attention should be given to immigration requirements and counselling prior to arrival in Canada. Immigration offices outside Canada should clearly identify occupational requirements in Canada to prospective immigrants before departure.

In Canada, a particular type of problem exists in the attempts to provide equivalencies of degrees, studies, or diplomas awarded outside Canada. This problem is further complicated by the existence of differences such as those in curricular content, in the duration of studies, in the levels at which examinations are taken, and in academic or techno-specific terminology because the meaning of the same or similar terms can vary considerably from one country to another

(Isabelle, 1987). It should be noted that these obstacles make it very difficult and very often, impossible to establish valid comparisons without resorting to a number of informed and arbitrary judgements. In most cases, these judgements constitute the basis for frustrations and disappointments on the part of the applicants and new Canadians.

THE NATURE AND SCOPE OF THE PROBLEM: AN OVERVIEW

A complete overview of the issues related to skills and credential recognition is evident in the 1986, 1987 *Commonwealth Committee of Inquiry into Recognition of overseas qualifications.* The Commonwealth study identified specific concerns within several commonwealth countries. Issues identified included lack of vital information to applicants, language-proficiency requirements, granting of credit for prior learning and experience, poor translation facilities and lack of subjective and comparative data (*Commonwealth Secretariat, 1986, 1987).*

Boyd (1985) also identified several issues affecting the ability of individuals with foreign credentials in acquiring occupational status in their professions. She concluded that the Canadian-born received a greater return on their educational achievement compared to the foreign-born. She attributed this to "the difficulties of transferring educational skills across national boundaries" *(Boyd 1985, 405).*

Grindstaff (1986) provided data on the recognition of credentials and also indicated that it is a source of difficulty for most permanent residents (landed immigrants) in Canada. *Ornstein and Sharma's* longitudinal survey of permanent residents who came to Canada between 1976 and 1977 showed similar concerns. Ornstein and Sharma concluded that employers who stipulate that the acquisition of Canadian experience as a job requirement may only be under-valuing foreign work experience and/or consciously screening out very qualified immigrant workers. They further pointed out that language-competency requirements were a paramount issue of contention *(Ornstein and Sharma, 1983).*

The Affiliation of Multicultural Societies and Service Agencies of British Columbia (AMSSA) conducted a study to determine the equity of procedures on professional and academic equivalents. Noted in this study as major barriers identified were the lack of recognition of credentials mostly in the medical and engineering professions, and the language-competency requirements *(Fernando and Prassad, 1986).*

It would be worthwhile to examine the language requirements which, to most immigrants, constitute a major barrier. Assessing language proficiency has been raised as a significant issue in occupational and academic bodies. Most discussions have centred on available measurements such as the Test of English As A Foreign Language (TOEFL), the Michigan Test of English Language Proficiency, and other institutional packages developed to measure the individual's language capability as being problematic. Another problem according to the ***Task Force On Access To Professions and Trades In Ontario***, is the assumption among occupational and professional bodies that the licensing or certification examination requirements serve as an adequate language proficiency screen *(Access, 1989).*

The Council of Ministers of Education in Canada (CMEC) stated that it would be important to establish equivalence both for those wishing to pursue studies in a particular field and for those wishing to work in their field of expertise, with full recognition of their qualifications, that conventions to assess and verify foreign academic and professional credentials would provide the bases for an administrative structure which would ease and facilitate the mobility of students and qualified professionals (*CMEC, 1989).* However, it should be noted that not all degrees are identical in scope or have similar programs.

Looking at the problems surrounding the recognition of credentials, one has to evaluate the progress made world-wide to minimize the barriers in place. The United States Office of Education, Department of Health, Education and Welfare in 1977 stated that equivalency is the "interpretation of specific educational credentials in terms of the approximately comparative level of educational achievement in the United States" *(Sources of Foreign Credential Interpretation, 1977).*

Elliott (1990) explored the career experience of teachers trained in the Philippines and living in Manitoba. Career related expectations, recertification and credential recognition were examined in this study. Also, this study, which focused on "The Employment Experiences of

Manitoba Teachers Trained in the Philippines", suggested that a certain level of frustration is very evident in their attempts to certify. In a similar vein, the Council of Europe in "Equivalences in Europe" while examining the criteria for a model recognition system for credentials and skills stated:

> *An individual whose qualifications are not given due recognition as a result of discrimination, ignorance, or academic vanity is not simply the subject of market disfunctioning, but the victim of an injustice----fair recognition of qualifications is also a part of the right to education.*
> *(Council of Europe, 1989, 13)*

A similar International Conference on "Equivalences in Europe" held in Vienna, 1989, observed that there has been some significant progress made among the 12 EC states in the areas of credential recognition, equivalencies of degrees and diplomas. This achievement is only possible due to the commitment to free movement of citizens among these states by 1992.

In "Bridging Traditions - The Ethno-Cultural Family", specific emphasis was placed on training, re-training and upgrading of immigrants which would enable them to gain employment in their areas of expertise (1991). With Canada's immigration policies changing to reflect current needs, the recognition of foreign credentials has become a paramount issue that must be addressed.

Immigration has been and will continue to be a key source for individuals who wish to participate in building the Canadian economy. It should be noted that "if, in fact, the education and training qualifications have improved, the improvement has not translated into an increase in the ability of immigrants to take jobs in Ontario's economy in the managerial, professional and technical categories." *(Ontario Ministry of Skills Development, 1990, 55)*

From a Commonwealth perspective the Government of Australia in "Migrant Skills--Improving Recognition Processes" stated:

> *The recognition of overseas-acquired skills and qualifications in Australia has been a significant economic and social issue in this country for many years.*
> *(Commonwealth of Australia, 1989, 8)*

NATURE OF THE STUDY

To utilize the various skills and expertise in Australia and to eliminate the substantial waste of a pool of very skilled labour, the Government embarked on a commitment to make proper use of imported skills. This approach, it is anticipated, will promote the welfare of skilled immigrants through an appropriate recognition mechanism which evaluates skills obtained outside Australia.

To address this problem nationally, provincially and locally, the Government of Canada and some provincial governments have started to provide new initiatives. Some of these initiatives include the *"Access Report - Task Force On Access to Professions and Trades in Ontario"*, which was released in 1989. Similarly, the Government of Alberta established a Task Force on the Recognition of Foreign Credentials in October, 1989. The Federal Government also established, in 1989, a **Canadian Information Centre for International Credentials** - a centre formed in the wake of Canada's accession to the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees. The mandate of this centre will be to:

- provide information on qualifications held by persons educated abroad;
- make available to foreign countries, international organizations and individuals, information on Canadian education systems; and
- take steps to promote recognition of Canadian credentials abroad *(CBIE, 1990-91)*.

It should be pointed out that the Centre will not deal with credential recognition issues across Canada or inter-provincial transfers of credits, skills or experience. Rather, it will act as a central clearinghouse smoothing out the wrinkles and barriers which exist currently. It does not have any authority to issue credential attestations or conduct evaluations. This approach by the Government of Canada contradicts the position of the Association of Registrars of Universities and Colleges of Canada (ARUCC) which advocated a strong centralized approach to the foreign credential recognition problem *(ARUCC Task Force Report on Academic Equivalencies, 1984)*.

Looking at the federal government's position and considering Canada's original constitution, as enshrined in the *British North America Act* of 1867, each provincial legislature may exclusively make laws in relation to education. This authority is confirmed in Canada's *Constitution Act* of 1982. It is on this premise that some of Canada's ten (10) provinces embarked on seeking out solutions on accreditation and recognition of international credentials.

This Report will now examine the impact and importance of Canada's Immigration Plan for 1991-1995 on the whole issue of foreign credential recognition in Manitoba. Special emphasis must be placed on Canada's immigration policy or plan for 1990's. Manitoba's role in this emerging immigration partnership must be handled with priority placed on areas of employment and foreign credential recognition.

Manitoba's role on immigration and the relationship to credential recognition must be hinged on the conviction that the social, cultural and economic growth should be the driving force which propels development. As Canada's 1991-1995 immigration plan materializes, the Government of Manitoba has an opportunity to ensure that immigrants play an active and positive role in the socio-economic development of Manitoba.

3. CANADA IMMIGRATION PLAN (1991-1995)

THE PRESENT SITUATION

In the October 1990 Annual Report to Parliament, the Honourable Barbara McDougall, then Minister of Employment and Immigration, indicated that the government had to make difficult choices to balance the views, interests, and motives of all Canadians, while living within budgetary and other constraints. *(Employment and Immigration, 1990, 1-15)* The Annual Report indicated that immigration would increase from 200,000 in 1990 to 220,000 in 1991, and to 250,000 annually for the rest of the planning period to 1995. *(Employment and Immigration, 1990, 1)*

The Federal government indicated that adjustments will be made in the independent category to provide a proportionate increase of skilled workers during the later years of the plan. In attempting to achieve this goal, initiatives will be undertaken to make the overall selection process more responsive to national and provincial needs and objectives.

Immigration policies play a very important role in the overall development of Canada's social and economic development. Programs related to immigration continue to play a vital role in the settlement and integration of new Canadians. Immigration levels declined from 140,000 in 1980 to 85,000 in 1985. With the change in global demographic patterns, the need to maintain a balanced immigration system was identified in a series of country-wide public consultations which took place in 1989 and 1990.

On March 22, 1990, a public consultation meeting was held in Winnipeg. Concerns about the relationship between immigration and economic development, the recognition of skills and foreign credentials, Native issues and immigrant special needs were addressed. Most participants at the Winnipeg forum in 1990 saw immigration as a tool for economic development, and as a result expressed interest in increasing immigration levels to Manitoba. In general, it was noted that immigration should be seen as a tool for harmonious living and as a humanitarian response to international problems without discounting the skills and human resources of new Canadians benefiting from this policy

Finally, it was noted that there is strong support in Manitoba for increased immigration based on the premise that such a plan must take into account the importance of a fair demographic distribution of all categories of immigrants to the province and the provision of a solid base on which the socio-cultural development of Manitoba can be strengthened, the development of a strong economic base, and the need to involve other stakeholders including the private sector in the delivery of integrated services. Especially evident were the issues of refugees, language and the recognition of foreign credentials and skills and the constitution. *(Employment and Immigration, 1990, 28-30).*

Participants in Winnipeg "favoured both an increase in immigration and a balance (demographic, economic, socio-cultural, etc.) among components...The private sector in Manitoba, perhaps more than at any other meeting, appeared willing to help provide services such as language training in the workplace...." *(Employment and Immigration, 1990, 30).*

THE 1991-1995 CANADA IMMIGRATION PLAN
(See Table A - Year One of Plan and Table B - Year Two of Plan)

HIGHLIGHTS:

- **Family immigration**: Indicates that the government's commitment to family reunification, remains central to the program. In 1995, family immigration will represent roughly the same proportion of total immigration as in 1990. Under this category, the family-related regulations will be modified to reflect genuine dependency relationships between core family members. Family criteria will be adjusted to allow Canadians to sponsor children who are in fact dependent on their parents, as well as spouses, fiancé(e)s, parents, grandparents and other relatives presently included as family class members; adult, non-dependent children will be excluded. Independent immigrants will continue to be admitted together with their spouses and children; however, changes will be made to reflect the focus on children who are in fact dependent.

- __Refugees:__ The government will assist refugees and this will continue to be an important component of Canada's immigration policy. Canada's international commitments concerning refugees will be maintained, through both the government and private sponsorship programs, and through the system for refugee claimants already in Canada.
- __Independent immigrants__: The independent and assisted relatives components of the immigration program will be maintained at current levels during the early years of the plan. In later years, the number and overall proportion of skilled workers will increase.

  - **Skilled workers** will be selected in accordance with national and provincial economic needs and objectives. Recognizing the important benefits these immigrants bring to Canada, a number of initiatives are planned to improve the selection process.

  - **Business immigrants** will continue to be accepted. Changes to the Immigrant Investor component of the Business Immigration Program, together with improved monitoring and enforcement systems have been put in place over the past year. This will ensure that the program continues to have a positive impact on job creation and on the economy.

  - **Retirees** will no longer be admitted through the retiree program, which will be discontinued after 1990. Most retirees who were born in Canada, and wish to return to this country after having given up their citizenship while working abroad, will still be able to return.
- __Management of the immigration process__ will be improved through new measures to ensure that the plan is respected. An annual program review will assess the operation of the plan, and allow for adjustments, if necessary. There will also be a review of the policy direction and objectives underlying the plan after three years, to prepare for the next five-year planning period.
- __A Federal integration strategy__ will provide immigrants with a wide range of coordinated services to help them settle in their new communities, and participate fully in society. In cooperation with the provinces, municipal agencies, and other groups, this strategy will improve language training and integration services. It will place a new emphasis on helping

immigrants learn about Canadian values and on helping Canadians understand the diverse backgrounds of newcomers *(CEIC, 1990, 1)*.

CANADA IMMIGRATION PLAN (1991-1995)

THE 1991-1995 IMMIGRATION PLAN BREAKDOWN

	ESTIMATED	PLANNED				
COMPONENT	1990	1991	1992	1993	1994	1995
FAMILY CLASS	72,500	80,000	100,000	95,000	85,000	85,000
REFUGEES						
.Government-assisted Refugees and Members of Designated Classes (selected abroad)	13,000	13,000	13,000	13,000	13,000	13,000
.Privately sponsored refugees and members of Designated Classes (selected abroad)	24,000	23,500	20,000	20,000	15,000	15,000
.Refugees landed in Canada (after Jan.1,1989)	5,000	10,000	25,000	25,000	25,000	25,000
INDEPENDENT IMMIGRANTS						
.principal applicants	19,500	20,000	21,500	22,500	29,000	29,000
.spouses and other accompanying dependents	25,500	21,000	20,000	25,000	33,000	33,000
ASSISTED RELATIVES						
.principal applicants	7,000	7,000	7,000	8,500	11,500	11,500
.spouses and other accompanying dependents	11,000	12,500	12,500	15,000	19,000	19,000
BUSINESS IMMIGRANTS						
.principal applicants	5,000	7,000	7,000	6,500	5,000	5,000
.spouses and other accompanying dependents	13,500	21,000	21,000	19,500	14,500	14,500
RETIREES	4,000	5,000	3,000	0	0	0
TOTAL	200,000	220,000	250,000	250,000	250,000	250,000

Source: (CEIC, 1990, 9)

TABLE A (Year One)

CANADA IMMIGRATION PLAN (1991-1995)

THE 1991-1995 IMMIGRATION PLAN

	ESTIMATED	PLAN		PLANNED		
COMPONENT	1991	1991	1992	1993	1994	1995
FAMILY CLASS	**91,000**	80,000	**100,000**	95,000	85,000	85,000
REFUGEES						
.Government-assisted Refugees and Members of Designated Classes (selected abroad)	**7,500**	13,000	**13,000**	13,000	13,000	13,000
.Privately sponsored refugees and members of Designated Classes (selected abroad)	**19,000**	23,500	**17,000**	20,000	15,000	15,000
.Refugees landed in Canada (after Jan. 1, 1989)	**7,000**	10,000	**20,000**	25,000	25,000	25,000
INDEPENDENT IMMIGRANTS						
.principal applicants	**23,500**	20,000	**21,500**	22,500	29,000	29,000
.spouses and other accompanying dependents	**21,500**	21,000	**20,000**	25,000	33,000	33,000
ASSISTED RELATIVES						
.principal applicants	**8,500**	7,000	**9,000**	8,500	11,500	11,500
.spouses and other accompanying dependents	**14,500**	12,500	**16,500**	15,000	19,000	19,000
BUSINESS IMMIGRANTS						
.principal applicants	**4,500**	7,000	**7,000**	6,500	5,000	5,000
.spouses and other accompanying dependents	**14,000**	21,000	**21,000**	19,500	14,500	14,500
RETIREES	**4,000**	5,000	**5,000**	0	0	0
TOTAL	**215,000**	220,000	**250,000**	250,000	250,000	250,000

Source: (CEIC, 1991, 4)

TABLE B (Year Two)

CANADA IMMIGRATION PLAN (1991-1995)

SKILLED WORKERS

On the issue of a skilled workforce, considerable attention, according to the Plan, was placed on the failure of Canadian institutions and employers to recognize foreign credentials. The inefficient use of human capital was seen as demoralizing for newcomers and, also as a delay in effective economic and social integration. The Strategic Immigration Plan of 1991-1995. states that:

- *The independent and assisted relatives components of the immigration program will be maintained at current levels during the early years of the plan. In later years, the number and overall proportion of skilled workers will increase.*
- *During the consultations, all provinces expressed an interest in increasing their share of skilled workers. The skills these immigrants bring to Canada make a valuable contribution to national and regional economic development, and to the competitive position of Canadian business and industry.*
- *Changes will be initiated in January 1991 which will make the system more responsive to national and regional labour market needs. Occupations where there are labour market shortages will be identified, in consultation with the provinces and other interested groups. These occupations will be designated, and applicants in the independent and assisted relatives categories who are qualified for these occupations will receive additional points. Some occupations, where special circumstances such as licensing requirements exist, will be restricted.*
- *Applications will be accepted in all other occupations and will receive an equal number of points. This new system will be more sensitive to labour market needs, and will allow qualified applicants in designated occupations to be processed more quickly. More emphasis will be placed on such factors as education and language skills, which facilitate integration.*
  (CEIC, 1990)

Our study supports the contention that among a host of other issues related to the forecasting elements of Manitoba's economic development are the gradually aging workforce, population growth, labour requirements and the inadequate utilization of the skilled labour human resource pool. Manitoba must be open to the global change now sweeping across the world's marketplace.

CANADA IMMIGRATION PLAN (1991-1995)

With the internalization of the economics of development, it would be logical for the province to embark on a policy of increased contact with the international market place through the utilization of the current in-province skilled human resource pool. Special attention should be placed on the revised 1991 - 1995 Immigration Plan for Year two (See Table B).

Any immigration policy which falls short of addressing the non-recognition of foreign credentials is bound to backfire. Potential investors coming to Manitoba need mechanisms that will address the credential recognition issue. Selecting workers to Manitoba on the basis of their education and occupational skills is most welcome. But to deprive them of employment on the basis of non-recognition of their skills is a negative investment and counter productive. (For a synoptic quantitative and qualitative analysis of the demographic and selection process on immigration, please refer to Appendix A)

Immigrants constitute a major asset to Manitoba's multicultural society. They internationalize the workplace and provide the window to the world. They enrich the society with their economic and skilled contribution. However, as Canadians and Manitobans, the dignity of each individual ultimately depends on the recognition of each individual's contribution to the society in which they live. The government's continued belief in the provision of fairness and equal access to opportunity is exemplified in its policy for a Multicultural Society published in 1990. The multicultural template and its relation to foreign credentials will now be considered.

THE MULTICULTURAL TEMPLATE AND FOREIGN CREDENTIALS

> *I may have a Utopian dream. That someday, Canadian Universities, Professional/Trade Associations, Institutions of all learning will offer fair accreditation for all prior learning obtained outside Canada. That highly qualified individuals can put to good use their wealth of knowledge and dutifully contribute to Canada's Multicultural Society. That Manitoba's Policy for a Multicultural Society should be seen as a commitment for all accreditation and recognition issues.*
> *(Submission to Working Group on Immigrant Credentials.)*

Manitoba's Policy for a Multicultural Society (1990) recognizes and values the diversity of cultures represented in this province. That diversity has resulted in a society enriched by new ideas, creativity, skills and experience; human resources which are available to be of service to this province and country.

The Equality Principle of the policy assures Manitobans that they, ".....regardless of culture, religion or racial background, have a right to equal access to opportunity, to participation in all aspects of life in the community and respect for their cultural values" (1990). In order to enable equal access to opportunities for employment, a strategy is needed which includes a formal system for the assessment of specific skills, experience and credentials. Formal assessment is required not only to ensure that Canadian standards are being met, but also to provide prospective employers with a centrally coordinated resource base.

Immigration source countries have changed over the past decade such that there is a need for both prospective employers and new Canadians to get to know one another. Employers need to know what is available to them in terms of skills, experience and education. Similarly, new Canadians need to know what is required in the job market.

Central to the process of accreditation is the determination of whether merely a reorientation or full retraining is required. To achieve equal opportunities for accessibility to employment, more federal resources should be infused into current and future programs so as to ensure that more immigrants receive timely assistance during their various stages of resettlement.

The prospect for the development of a central credentials, skills and experience assessment agency designed to evaluate foreign credentials, recommend re-orientation, retraining or accreditation, in addition to having the capacity and independence to provide consultation assistance to both employers and new Canadians, should be considered to be in full alignment with the principles of Manitoba's Policy for a Multicultural Society. This will be addressed later in this report.

The Government's View of The Multicultural Ideal

The Government of Manitoba believes that a multicultural society is not a collection of many separate societies, divided by language and culture. Rather, Manitoba is a single society -united by shared laws, aspirations and responsibilities within which persons of various backgrounds live with the freedom to participate, abide and contribute to the society in which they live.

To achieve this goal the Government of Manitoba launched its official policy for a Multicultural Society in 1990. The policy is guided by three fundamental principles: Pride, Equality and Partnership.

In order to translate the principle of pride into action, the government believes that the cultural diversity of the province is a source of strength and that all Manitobans should not only be proud of who they are, but be proud of their achievements and contribution to the Province of Manitoba.

In promoting the principle of Equality, the government believes that all Manitobans, regardless of culture, religion or racial background, have the right to equal access to opportunity, to participate in all aspects of the life of the community and to respect for their cultural values. This principle, in support of the efforts of the Working Group, stated that the government of Manitoba will actively support those who are addressing particular concerns, such as overcoming barriers and striving to acquire skills in order to become successful members of society.

In consolidating the principle of partnership, the government reiterated that the opportunities of the multicultural society will best be realized through partnerships between communities and between communities and the government.

The issue of foreign credential recognition is not only an issue for individuals, but one for all Manitobans. It is an issue that should be resolved on the premise of the three fundamental principles guiding Manitoba's policy for a Multicultural Society - Pride, Equality and Partnership.

4. BARRIERS TO ACCREDITATION

To understand the Canadian educational system, the role and jurisdiction of each province must be clearly defined. The Constitution Act of 1867, granted to each province complete control of and responsibility for education, except for denominational or religious matters. Administratively, education is under the mandate of provincial governments. It should be noted that provincial governments have the jurisdiction to regulate the ability to practice a profession through the Occupational Statutes and Acts. In some designated occupations, professional or occupational associations can self-regulate.

ABT Associates of Canada in 1987, in a related study on foreign credentials, suggested that the right to practice an occupation is subject to regulatory practices by governing bodies even though provincial governments can exercise direct control over accreditation, certification and recognition in certain designated areas. *(ABT, 1987,15)*

The ABT Report of 1987 on Access to Trades and Professions in Ontario, identified the following barriers which, when extrapolated across Canada, has implications for the Province of Manitoba. It also compliments other issues raised in our findings in this study. The ABT study identified the following as barriers:

Language proficiency:

Most permanent residents (landed immigrants) reported that the requirements for english proficiency was a "tremendous barrier", largely because of the lack of programs and support to assist them in reaching the required level of language proficiency. Across the nation, other studies indicated that most immigrants surveyed suggested that the English Language Proficiency requirements constituted a major barrier. Most felt that there should be a more specifically designated ESL approach for specific ESL problems.

The ABT Report asserted that the Test For English As A Foreign Language (TOEFL) has been challenged as being too stringent and is not considered culturally sensitive. The ABT report suggested that TOEFL should be reviewed to meet local needs and more emphasis should be placed on occupation-specific technical language tests. This assertion has met with some opposition from other stakeholders.

Evaluation of academic credentials:

According to the ABT Report, the evaluation of academic credentials earned outside Canada presented an entry barrier for a number of reasons. The requirements for original documents (a particularly difficult problem for refugees) and the perception that foreign credentials are "sharply devalued" were identified as serious issues. There have been difficulties in the evaluation of foreign credentials with results somewhat indicating some partiality. Evaluations are in most cases subject to biases and lack of information about equivalences. To this end, the presence of entry barriers are due largely to the unavailability of original documents affecting refugees. In situations like this, there is the danger that while credentials are being evaluated there might be some down-grading.

Credit for experience abroad:

Granting limited or no credit for experience earned outside Canada requires immigrants to complete in-service programs in some professions. Since most trades and professions in Canada require proof of "Canadian Experience" as an entry requirement to practice, this expectation puts foreign-trained individuals in the most difficult situation of having to meet this requirement and as such they are unable to secure employment in their respective trades and professions. This practice of discounting previous foreign experience or prior learning due to lack of proper certification procedures is also perceived according to the ABT Report as a form of barrier. However, in some countries, a lot of importance is placed on field-experience rather than certification and documentation.

BARRIERS TO ACCREDITATION

Retraining and examination requirements:

Requirements appear to be more stringent in some professions than in others. Some of these professions include medicine, law, dentistry, engineering, teaching and a few others. Immigrants who participated in this study cited the length of the required retraining period as a particular barrier given that they had no means of supporting themselves or their families. To qualify more quickly, many wanted to attempt exams without completing a retraining program. In some professions, the number of exams required, the cost of examination, and the lack of feedback from the examination process constituted barriers. Immigrants also cited translation difficulties with professional, trade or occupational bodies.

Perceived discrimination:

Discrimination was, to many, as identified by ABT, 1987, the major barrier for immigrants. The general perception of immigrants stems from the notion that there are several methods used by the professions and trades to exclude applicants from professional recognition. While this may be a general reaction to a series of requirements established by the trades and professions, some specifics were cited to support this contention. The ABT Report further states that in selected cases, in the Province of Ontario, recognition was awarded to some commonwealth applicants and waivers were readily provided while other commonwealth applicants with identical qualifications were disqualified. However, as a cautionary note, not all commonwealth degrees are necessarily equivalent and identical in scope and in magnitude *(ABT, 1987, 34-35)*.

Challenge exams:

With respect to the provision for challenging professional exams, most immigrants who responded to the ABT survey advocated for a single comprehensive exam within the various jurisdictions as a better mechanism for professional certification.

BARRIERS TO ACCREDITATION

Translation and Interpreter Services:

In some cases, poor quality translation services was cited as one reason equivalencies are not accorded the merit they deserve.

In some specific cases like medicine, dentistry and law, internships and retraining programs are very difficult to secure while in other professions, positions seem a bit more readily available and accessible.

The Inter-agency Group on Immigrant Concerns (IGIC) in Winnipeg attested to the fact that both systemic and individual barriers are still very evident in the professions and trade occupations. On systemic barriers, the report of the Inter-agency Group on Immigrant Concerns identified the following issues:

- clarification of the evaluation process;
- testing in the evaluation process;
- definition and use of evaluation;
- evaluation fees; and
- practicum opportunities for professionals.

On the individual barriers, the report identified two major issues - language barriers and work experience requirements *(Inter-agency Report, January 5, 1990)*.

Several provincial governments are attempting to address this concern. In Ontario, a Task Force on Access To Professions and Trades was set up to address the issue of foreign credential recognition. That report which was released in 1989, identified the following points as barriers to entry. These include:

Prior Learning Assessment:

To grade or provide attestation for a classified degree is totally different from assessing non-traditional prior-learning. The problem of prior-learning recognition is centered around the fundamental issue of curricular implication in relation to academic or professional recognition of skills.

The issue at stake revolves around the fact that some professions and academic institutions do not have the mechanisms to assess the comparability of studies or skills attained from outside Canada; and since there is no central body to coordinate these issues, the foreign-trained individual is left with an inconsistent, and in some cases, fragmented and non-existent approach to evaluate their qualifications.

License Testing:

That there should be provisions for foreign-trained applicants to write tests to qualify for certification.

Language Training:

More language training programs are needed to be able to access employment.

Retraining:

According to the Access Report, in many cases, a comprehensive assessment of past or prior learning does not seem adequate for credential recognition and as such, retraining needs become essential.

Appeal Process or Review of Decisions:

This is a process which should act independently of reviews conducted by certification or academic bodies. Such a process would be deemed fair and should be independently adjudicated.

BARRIERS TO ACCREDITATION

The Government of Alberta also established a Task Force on the Recognition of Foreign Qualifications. Although the final report is not yet published, preliminary indicators show that the problems are similar to those identified in the Province of Ontario.

Within the Canadian context, the Canadian Council of Ministers of Education submitted a report on *The Evaluation of Foreign Academic Credentials In Canada* to the International Conference on "Equivalences in Europe". This conference which was held in Vienna in 1989, made the following statement with reference to procedures to determine equivalence in Canada:

> *Given the current Canadian content, there is yet no single national agency responsible for determining the equivalence of academic credentials. Individual institutions, professional associations and government departments continue to follow separate procedures for accreditation and/or recognition of international credentials (CMEC Report, October 2-4, 1989).*

In establishing a sense of what is consistent with all these reports, we present the findings of our survey.

The Survey Process and Our Findings:

This section outlines the problems encountered in Manitoba by immigrants and other individuals with foreign qualifications. Specific cases were examined in selected professions and trades with the overall view of presenting the potentially difficult jurisdictions as identified by the survey.

As was identified in the background of this report, the power to regulate professions and trades in Canada falls within the jurisdiction of the provinces. In other occupational jurisdictions, statutes and acts are put in place to restrict employment for the safe and effective pursuit of their calling (Mc*Dade, 1988)*.

Two types of self-regulatory mechanisms exist.

> *First, a profession may be regulated by a certifying body, which has the right to confer a reserved title. Unauthorized or uncertified, individuals cannot use the same title but may offer services similar to those who are certified. Second, a self-regulating profession can be governed by a licensing body, in which case an unauthorized individual can neither use the given designation nor offer the licensed service (McDade, 1988, 9).*

It should be noted that when self-regulatory powers are granted to professional associations, they are specifically for the protection of the public. The underlying rationale to institute regulatory mechanisms for the professions and trades emanated from demands from the marketplace. *(ABT, 1987)* In trades, the issue of portability of skills and prior learning experiences play an important role in the recognition process.

Trades and occupational training follows the tradition of good skills from the apprentice to the journeyperson. The general argument needed to enhance regulated trades is the specific assurance to the employer that such a journeyperson does possess the vital core set of skills that have been defined for such jurisdictions.

The questionnaires (See Appendices G, H, I and J) were designed to elicit views from the four designated groups. It should be noted that data collected from these surveys helped to illuminate the issues surrounding the recognition process of foreign credentials.

The Working Group received over 600 (individual responses) completed questionnaires and submissions. Over 80 interviews with professional groups and associations, ethnocultural and multicultural organizations, educational institutions, employers and other Manitobans were conducted.

Of the completed questionnaires received, the following breakdown is presented:

- 44 ethnocultural/multicultural organizations including umbrella groups. (Groups were selected on the basis of their involvement as either as an immigrant service organization or an organization with some educational or occupational component.);
- 15 educational institutions including post-secondary institutions;
- 33 Professions/Trade associations;
- 408 individuals; and

- 263 individual responses by telephone.

In the survey process several issue areas, both as seen by the professions and trades, and by those with foreign credentials were identified. The issues associated with foreign credential recognition as identified by the individual survey respondents are as follows:

1. Poor information on recognition procedures.
2. Accreditation routes are too complex.
3. Certification requirements are inconsistent.
4. Inadequate evaluation of credentials/translation of foreign credentials.
5. Language proficiency requirements are inflexible and complex. More language training is needed.
6. Prior-learning experience discounted.
7. Financial resources inadequate to complete re-training.
8. Examinations, tests and retraining expectations are inconsistent.
9. Discriminatory evaluation practices (perceived or real in academic institutions, professions and trades).
10. Lack of a Centrally Coordinated Evaluating Agency.
11. Insufficient residency positions.

Analysis of Data

At this stage, a discussion and examination of the 11 issues raised will be undertaken with a view to understanding the present situation and ultimately opening up new paths to progress. Attention should be drawn to the fact that although some of these issues have been raised in other provincial reports, a commitment should be made to examine these issues from Manitoba's point of view.

In order to understand the interplay between various stakeholders and jurisdictions which influence the course of action of the recognition process of foreign credentials, a descriptive, analytic investigation was conducted on the global, national and provincial issues facing the process. Primary and secondary data were used for this study. A survey of the perceptions, issues and concerns of the four target groups (1. Professions/Trades Associations, Licensing and Registering bodies; 2. Multicultural Groups and Ethnocultural Organizations; 3. Educational Institutions and 4. Individuals, and other Manitobans in general) provided primary data for this study. The province-wide survey was conducted between December, 1990 and February, 1991. Follow-ups and interviews lasted until May, 1991.

Instrumentation

Four questionnaires were designed to elicit responses from the four groups as already identified. A letter of transmittal, explaining the purpose of the study, was attached to each questionnaire. In those cases where respondents do not have official language capabilities, the nature of the study and purpose of the questionnaire were explained to the individual in their own language. Several ethnocultural umbrella groups helped in facilitating this process.

It should be noted that a high level of flexibility was allowed in the distribution of the surveys. As an example, surveys sent to educational institutions contained extra surveys designated for the other three groups. This flexible approach was applied so as to be able to reach a broad-base of respondents that might have been missed. This same approach was applied to the other three target groups.

It should be emphasized that although the report listed only 277 individuals as having been contacted, 131 individuals also responded to the survey and categorically indicated that their identity be kept anonymous and confidential. A total of another 263 individuals responded by telephone with specific concerns and suggestions. To reflect the actual quantitative breakdown on individual responses, the Working Group received a total of 671 individual responses.

All research studies are limited by certain constraints. In order to minimize some of these constraints, a triangulation methodology was applied. It consisted of a quantitative and qualitative analytical approach which was supplemented by a flexible-broad-based distribution mechanism. Since it is highly improbable that every immigrant or new Canadian affected by the recognition problem in Manitoba could be reached, the instrumentation used in this study seemed the most appropriate to achieving the best results.

The analysis of the interviews and questionnaires provided some interesting glimpses into the career choices, work experiences, overviews and perceptions of all those who participated in the survey process. For the edification of the reader, special attention must be placed on the multiplier and spin-off effects which resulted from the several hundreds of individual questionnaires mailed to the other three target groups. This mass-distribution to agencies, boards, professional and occupational groups, ethnocultural/multicultural umbrella groups, educational institutions (private and public) and any Manitoban who was willing to participate in the survey might have resulted to the several hundred more responses received than was originally anticipated. This flexible approach was initiated in order to cover as many participants as possible for this study.

Individual responses on accreditation barriers are illustrated by actual responses and also as percentages of the total responses. For details on the actual content of the Individual Questionnaires, please refer to Appendix I. Table C shows responses from individuals as to what issues they considered barriers in their attempt to attain recognition and accreditation of their foreign credentials. The great majority of respondents (97.8%) as identified in Table C reported that the lack of a central coordinating agency, fully mandated to address the issues of accreditation and recognition of foreign credentials in Manitoba, should be considered to be the major problem. With the same seriousness, they identified the issue of language training as very important and paramount. Out of a combined (671) individual responses received, 624 (93.0%) reported that language proficiency requirements are inflexible and complex in most jurisdictions. The call for the provision of more language training, attracted the second largest number of responses. The issue of financial resources as being inadequate to complete retraining was identified by 90.3% (606) of the respondents as vital.

The information received so far upholds the view that the need for a central coordinating evaluating mechanism is not only vital but crucial to addressing the recognition of foreign credentials in Manitoba. The language issues must not be overlooked either. To show its importance, the reader's attention is drawn again to the fact that 93.0% of individual respondents attested to this fact.

Table C indicates the total number of respondents to the questionnaires for individuals as to what they considered as barriers to accreditation. It also provides a breakdown of the issues identified from the highest to the lowest percentage frequency of individual responses.

TABLE C

QUESTIONNAIRE - INDIVIDUAL RESPONSES
ISSUES IDENTIFIED AS BARRIERS
BY TOTAL INDIVIDUAL RESPONSES
FROM HIGHEST TO LOWEST FREQUENCY AND PERCENTAGE
N = 671

	ISSUES	ACTUAL #	% (High to Low)
1	Lack of a Centrally Coordinated Evaluating Agency	656	97.8
2	Language proficiency requirements are inflexible and complex. More language training is needed	624	93.0
3	Financial resources inadequate to complete retraining	606	90.3
4	Insufficient Residency positions	592	88.2
5	Accreditation routes are too complex	574	85.5
6	Poor information on recognition procedures	562	83.8
7	Prior-learning experience discounted	548	81.7
8	Discriminatory evaluation practices (perceived or real in academic institutions, professions and trades)	533	79.4
9	Certification requirements are inconsistent	528	78.7
10	Inadequate evaluation of credentials/translation of Foreign Credentials	510	76.0
11	Examinations, tests and retraining expectations are inconsistent	489	72.9

BARRIERS TO ACCREDITATION

ISSUE AREAS:

Poor Information on Procedures:

Over eighty three percent (562) of the respondents from the ethnocultural/multicultural organizations and other individual responses identified "poor information on procedures" as a major barrier and obstacle. The arguments focused on the notion that the first requisite regarding the recognition and validation of studies or experience obtained outside Canada should be a proper understanding of the educational systems in which such credentials were obtained. This study observed that information supplied to new Canadians concerning the Canadian educational and employment/labour regulations, prior to immigration, are incomplete and as such, not very helpful. There were also suggestions that since there is no centralized clearinghouse agency in Manitoba to deal with the recognition of foreign credentials and skills, the whole process becomes very frustrating and futile.

Our findings further indicate that there is the need for information and inter-communication between provincial governments on the evaluation and recognition mechanisms of foreign credentials. In light of the inadequacy of information on foreign credential recognition in Manitoba, a fundamental question arises. How can programs, diplomas, degrees, qualifications and prior-learning experiences be adequately evaluated without proper information on procedures?

Accreditation Routes are too Complex:

According to the ABT Report, the absence of coordination with respect to the recognition of foreign credentials was cited as a major obstacle to the accreditation process. Of the respondents to the individual questionnaires 85.5 percent suggested that in most professions and trades, there are no systematic and structured approaches as to how to deal with the problem. In the analysis of the data, it was noted that the high expectations of language proficiency in some professions and occupations excludes candidates who in one way or the other are very qualified. The process leading to accreditation is complex, confusing and very fragmented for the most part. The surveys further indicate that the only way to fully understand the salient issues surrounding the accreditation of foreign credentials, is to examine the respective rules and regulations guiding each jurisdiction. Since such a review of all the professions and trades would be time-consuming, certain professions and trade occupations will be used as examples to portray the importance of the issue in general. However, detailed accreditation routes and requirements are presented in Appendix B. For example, the Joint Committee on Accreditation (JCA), located in the Faculty of Law, Common Law Section, at the University of Ottawa evaluates Law degrees, the legal training and professional experience of applicants with foreign or non-common Law legal credentials. When the review of such foreign law degree credentials is completed, the JCA issues a recommendation indicating the scope and extent of further legal education required. According to the Federation of Law Societies of Canada, most law societies and Law Schools use the JCA recommendations in setting their respective requirements for call to the bar. It should be noted that the JCA does not act for the Law Society of Alberta. Alberta has its own evaluation council.

The Joint Committee on Accreditation was established by the Federation of Law Societies of Canada and the Committee of Canadian Law Deans. The function of this Committee is to examine the training and experience of persons with foreign credentials with a view to providing interested law societies, law schools or foreign applicants themselves with an evaluation of their qualifications.

The Committee conducts evaluations on foreign Law degrees. It may recommend that the applicant not be granted any advanced standing. It may recommend that the applicant needs two year or (in some cases) one further year of training in a Canadian law school. It may recommend that the applicant need only write examinations in a few areas where he or she is seen to be deficient.

Since most evaluations recommend that the applicant attend a Canadian law school for further study, applicants are advised to make application for admission to a law school of their choice and to do so immediately.

BARRIERS TO ACCREDITATION

Certification requirements are inconsistent:

Time factors and the inconsistency in certification requirements proved to be major issues when it came to the process of re-certification. Over 78 percent (528) of the respondents (Table C) pointed to the fact that there are inconsistencies in the re-certification procedures. The requirements are not only inconsistent but in most cases lacked a valid and appropriate yardstick for such critical decisions to be made.

The teacher certification process in Manitoba requires review to enable it to provide the proper academic/teaching requirements for foreign graduates. When examining the problems experienced by applicants from outside Manitoba (including those from outside Canada) it should be noted that under current existing regulations, applicants coming to Manitoba with foreign credentials are subjected to evaluations which may not be exactly what the applicant expects. In most cases, their qualifications are reviewed to reflect certification and academic requirements of the profession and Manitoba degree granting institutions. Similarly, applicants from other provinces with the minimum requirements coming to Manitoba are not automatically eligible for certification in Manitoba until the prescribed certification requirements have been met.

Manitoba is the only province in Canada where a minimum of a four year Bachelor of Education degree or a two year-after-a-first degree Bachelor of Education is required for professional certification. This study (see Table D) indicates that there are over 120 qualified applicants who fit into this category and who cannot access the system. The issues facing the teaching profession in relation to foreign accreditation and certification are complex and different in nature. Since the early 1960's, and well into the 1980's, the expectations and requirements for teacher certification have become more complex. Between 1960 and 1982 more stringent requirements have been put in place to address the over-supply of teachers in the teaching workforce in Manitoba.

A teacher is only issued a Manitoba Permanent Professional Certificate for grade levels from kindergarten to grade 12 inclusive if they meet the following requirements:

1. is a graduate of a Manitoba University and holds a Bachelor of Education degree, or;
2. holds a provisional professional certificate issued prior to September, 1987 and completes two years of successful teaching experience with superintendent approval or 30 hours of education courses in addition to those required for a provisional certificate;
3. is a graduate of a university outside of Manitoba and either:
   (a) holds a four year Bachelor of Education degree or equivalent, or;
   (b) holds an undergraduate degree or equivalent plus a two-year-after-a first-degree Bachelor of Education, or equivalent. *(Educational Administration Act, E10, 1982)*

All non-Manitoba teaching credentials must be submitted to the Professional Certification and Student Records Branch of the Department of Education and Training. Based on the 1982 Educational Administration Act, the Certification Branch is empowered and responsible for the evaluation of teachers' qualifications for certification purposes, and upon certification for teacher salary classification purposes, the issuance of statement of professional qualifications of teachers.

This brings back the issue of inadequate knowledge and understanding of the comparative educational aspects of international credentials. Although Manitoba has not negotiated bilateral agreements with all of the provinces in Canada, it should be noted that reciprocal agreements for the purpose of teacher certification with five other Canadian provinces are in place. Bilateral agreements between Ontario, Quebec, New Brunswick, Newfoundland and Nova Scotia, which exist currently, should be strengthened to accommodate those applicants with qualifications from outside Canada. Also, special attention is drawn to the fact that because Manitoba requires a two year professional component for its current B. Ed. program, teachers applying for certification from the province of Saskatchewan (which requires only one year professional training) are ineligible for certification in Manitoba. It was noted that teachers with credentials from outside Canada, who meet certification requirements based on years of scholarity (number of years of program beyond the grade 12 equivalent), and are graduates from a recognized University, who meet the basic professional requirements (2 years plus student teaching leading to certification) may be considered ineligible for professional certification if their grades at graduation are below the required Grade Point Average in Manitoba. As an example, a 3rd Division degree from South Asia may not be eligible for professional certification. This has to be reviewed in order to provide the needed flexibility and portability of credentials.

In other examples like medicine and dentistry, although there are barriers in accessing the professions, procedures for entry to both the medical and dental professions, to all intents and purposes, are designed firstly to ensure that the public is protected and secondly, to ensure that the foreign trained applicant meets the basic required Canadian and provincial medical standards.

Inadequate Evaluation/Translation of Foreign Credentials:

Poor evaluations and translations were indicated by most of the individual respondents (76 percent, see Table C) to be very demoralizing and constitute a major obstacle. This is even more problematic for refugees with no papers to attest to their credential and skill claims. There is the perception that foreign credentials are sharply devalued. This could be resolved by the provision of challenge examinations and tests. However, there are other factors such as language and financial constraints which impact on the recognition process.

Most respondents (510) to our surveys suggested the importance of an on-the-spot interview so as to assess language ability, general educational background, and in most cases, the mature student status of the applicant as already identified by individual institutions. Several points were addressed by respondents. The most prevalent points were concerned with the evaluation of foreign education and skills in terms of Canadian standards. However, it should be noted that provincial jurisdictions on education take precedence over federal jurisdictions. Important to the overall evaluation process are the following issues:

- what foreign certificates and diplomas to accept;
- how to assess previous foreign study for transfer to credit;
- curricular assessment;
- when and how to allow for advance credit/standing; and
- how to compensate for a severe lack of subjective and comparative data on foreign transcripts or testimonials.

On the whole issue of translation, some question the validity as to where and by whom the translation was completed. Since most translators are not comparative educators, there are bound to be loose technical translations. To date, in Canada, none of these critical problems have been adequately addressed.

Language Proficiency:

Language barriers, more especially, the lack of functional English language competency, proved to be the most significant obstacle to accessing further academic training, retraining, employment, accreditation, certification, licensing, as well as education and training in general. Although there are language barriers which pose difficulties in almost all aspects of the recognition process, it is difficult to completely assess a person's level of training and/or ability in order to recommend the specific re-training required.

In order to be able to "challenge" exams, it must be ensured that the appropriate language skills be acquired before such "challenges" are attempted. Proper curricular guides should be put in place so as to ensure that the delivery of English as a Second Language programs is not segmented and unsupervised.

Where language is a barrier, special purpose language training programs in conjunction with other stakeholders such as the professions and trades should be in place to increase and facilitate accessibility. Initiatives such as the OSATI Nursing Program and Language and Culture (Medicine) serve as examples of how to facilitate accreditation by assisting new Canadians with language training.

Where language is required, on-the-job special purpose language programs should be in place. Language in the workplace programs are needed to increase the fluency and language competency of second language learners. Although Manitoba has continuously offered workplace language training since 1984, this study indicates that more federal resources are needed to meet the changing demographic pattern.

To substantiate this point, the 1990 report on the consultations on immigration for 1991 -

1995 stressed the need for an involvement through "partnership among all levels of government and the private and voluntary sectors" in the delivery of language training in Manitoba. *(Employment and Immigration, 1990, p. 29)* It was agreed that the acquisition of language skills was vital to having access to other services which in turn leads to effective integration.

On the issue of immigrant language training, "the Federal Immigrant Integration Strategy includes a commitment to provide additional funding for language training over the five-year period, and to establish new federal immigrant language training programs. The new language training policy will improve the way in which immigrant language training needs are assessed and addressed, and strengthened partnerships and joint decision-making with stakeholders" (CEIC, 1991, 7). Some of the highlights of the new policy framework includes:

- significantly increase the number of language training opportunities available to immigrants;
- provide immigrants with more flexible training options to fit their individual needs and circumstances;
- achieve a better match between the training offered and individual needs through improved assessment and referrals;
- ensure that more immigrants receive timely assistance during the early stages of their settlement in Canada;
- make language training available to a broader range of immigrants, regardless of their immigrant category or their labour market status or intentions; and
- increase the proportion of newly arrived adult immigrants receiving language training from the 1990 level of about 28 per cent to about 45 per cent in 1995, the final year of the five-year plan. *(CEIC, 1991, 7)*

Also, in "Immigrants and Language Training", a report presented to the Minister of Employment and Immigration by the Canada Employment and Immigration Advisory Council, the following recommendations have implications for Manitoba.

> - *That all Adult Canadian permanent residents, whether destined for the labour market or not, be they citizens or landed immigrants regardless of landing date, who have no knowledge of English or French, be eligible for federally funded language training and, where applicable, for training allowances and, within, this universal eligibility, that a priority system be established; and*
>
> - *That the private sector and organized labour be encouraged to participate in the provision of workplace-oriented language training and that programs involving language training in the workplace be increased. (CEIC, March, 1991)*

Where the main focus is on assessment of skills, alternate methods of testing (rather than written tests) should be examined. In cases where written tests are required, they should be examined as to their appropriateness to a second language learner. It would be very important to consider other available measurements of English-language proficiency for new Canadians in light of the growing concerns expressed as to the sensitivity and expediency of the use of the TOEFL, other than only as an assessment of language proficiency for academic purposes.

In the absence of a multi-measurement policy including an on-the-spot interview, determination of an applicant's English-language proficiency by means of a paper-and-pencil test is tenuous at best. Government and university studies in various North American jurisdictions indicate that whatever measurements are used, it is crucial that test data be interpreted in the light of other information about the applicant.

As in the case of nursing in Manitoba, raising the TOEFL score to 550 and the TSE score to 200 and in some cases to 250 (Registered Psychiatric Nurse) as a yardstick for admission without other indicators can only be counter-productive. From the Working Group's perspective, it may not be a true reflection of the applicant's language capabilities.

The Working Group notes that over the past eight years *"there has been a number of non-institutional programs begun in Manitoba designed to reach isolated, unconfident learners who have found it difficult to participate in a regular institutional setting..." (CEIC, 1991)*. Some of these functional programs in Manitoba include the following:

- English in the Workplace;
- English at home;
- Community-based Language Training (CBLT);
- Speak English for Yourself; and
- Institutionally-limited "English for Specific Purposes".

Although *"the major contribution of Manitoba to ESL programming lies in the effective manner in which the province handled the crucial issue of coordinating mechanisms" (CEIC, 1991)*, individual respondents (93%) to our survey indicate that more financial resources are still needed to address the increasing demand created by the demographic change in Manitoba's immigrant population.

Prior-Learning Experience Discounted:

A total of 548 individual respondents (81.7%) indicated that most, if not all of their prior learning and skills are discounted. These respondents perceive or believe that a certain level of unfairness exists when it involves the assessment and recognition of foreign credentials (Table C).

When experience from overseas is not taken into account or recognized, difficulty in gaining employment increases while the level of frustration complicates the situation. If the yardstick to practice is that one should have Canadian experience, seeking employment in one's area of expertise becomes an exercise in futility because one does not possess that Canadian experience as a new Canadian.

In the May 1990 exploratory interim report on "Credit For Prior Learning" in Manitoba Educational Institutions commissioned by Manitoba Education and Training, some issues for future consideration were identified:

BARRIERS TO ACCREDITATION

- That the concept of Credit for Prior Learning (CPL) challenges traditional approaches to education in which theory precedes practice. In order to be successfully implemented, CPL must be based on the premise that the learning process could be attained from non-traditional mechanisms with equal validity.
- That the most important issue to be addressed, therefore, is the challenge that CPL presents to traditional concepts of educational accreditation held by our educational institutions.
- Who would do the assessing for CPL?
- The creation of a central agency is imperative for initial counselling and assistance with portfolio development and credential recognition.
- Fee and assessment issues are paramount.
- Equivalency must certainly be addressed for CPL to be fully realized.

These issues to be addressed are not new. They constitute the morass of difficulties experienced in general by holders of foreign credentials. They are the barriers to access which the Working Group will attempt to provide recommended courses of action.

Financial Resources Inadequate to Complete Retraining:

When dealing with resettlement issues, accreditation, retraining, certification, etc., the whole process hinges on the ability to pay to achieve the ultimate goal. The Working Group noted that in some professions, the cost of retraining, appeals and accreditation far exceeds the ability of the immigrant to pay. Over 90.3 percent of the individual responses identified this issue as another major problem (Table C).

On average, the retraining costs in some jurisdictions run in excess of about $60,000. On the other hand, most respondents suggested that although wage subsidy programs helped to defray the basic costs of living and tuition fees, it would be expedient for those who qualify under the Canada Student Loans Program to be able to access such a program through cost-recovery mechanisms.

BARRIERS TO ACCREDITATION

Examinations, Tests and Retraining Expectations are Inconsistent:

The whole issue of testing and retraining is a major component of most evaluating mechanisms. But respondents (72.9%) to our individual surveys indicate that the following issues also pose a major threat to the accreditation process.

- **Fairness of test:** This is evident as was indicated earlier on the whole issue of the expediency and appropriateness of the TOEFL and TSE tests.
- **Appeals/retests:** The Working Group found out that the process leading to appeals, re-certification and retesting was very unclear and in some cases very complicated.

The overall picture from respondents indicates that most immigrants with foreign credentials are channelled to retraining/upgrading programs which lack direction. In some cases, they are not structured approaches to dealing with the basic issue of curriculum direction. In other cases, because of the lack of knowledge about their original credentials, they are forced to go through an entire program again due to inadequate and improper assessments.

> *A government agency that will deal with the recognition problem is vital. Such an agency should standardize the overall evaluation process. (Submission to the Working Group)*

Discriminatory Evaluation Practices (Perceived or Real in Academic Institutions, Professions and Trades):

Systemic barriers still exist based on responses from the individual surveys (79.4%). This creates difficulties for new Canadians with foreign credentials in terms of integrating and adapting to their new country and professions.

Equality is a fundamental and universal human right which is guided by the principle of social justice. The non-recognition of credentials and skills obtained outside Canada contravenes the basic premise on which the notion of equality revolves.

BARRIERS TO ACCREDITATION

> *Canada will be the ultimate loser if we do not take advantage of the skills and abilities which visible minority Canadians have to offer. (Equality Now!, 1984)*

> *Equal Access, that's what we need. If you believe an individual is highly qualified and competent to do the job, give him/her the chance. Don't hide behind the credentials issue. (Submission to the Working Group)*

> *Equality allows for full participation and should permit no barrier to access. (Submission to the Working Group)*

Even though some respondents described their certification experiences as discriminatory, a cautious analytical approach must be used in trying to address the overall issue. Some respondents saw the exclusion of some foreign credential holders from the accreditation and certification process as discriminatory. Some view the certification procedures as indicative of an attitude which exudes ethnocentrism. The whole struggle is evidence of an evolutionary process which is demanding reform.

On the other hand, the Working Group contends that new regulations to reflect current Manitoban socio-cultural demographics, which at the same time maintains proper professional and occupational standards should be put in place. The lack of cogent policies to address all types of discriminatory practices in the recognition process could result in the creation of stress for the new Canadian. In addition to the general challenges associated with becoming acculturated, immigrants fear additional stress factors which impact heavily on their ability and speed with which they can establish themselves in their new country. Some of these major stress factors include racism, language proficiency, accreditation, unemployment and lack of understanding of comparative education patterns.

> *The government should continue to remove any perceptions of discrimination from the workforce. Create programs for foreign professionals. There are other programs which the government should be commended for. However, in most instances, it seems that people do not know where to go for credential evaluation and recognition. We need a centrally-focussed information agency with a broad regulatory mandate. This agency can also bridge the international gap in the professional and trade areas. We must internationalize our endeavours in Manitoba to become competitive. (Submission to the Working Group)*

BARRIERS TO ACCREDITATION

Lack of a Centrally Coordinated Evaluating Agency:

This issue proved to be the major obstacle identified by the individual respondents. Over 657 respondents, amounting to 97.8 percent indicated that the lack of a central clearinghouse, specifically designated for informational, comparative-evaluative assessments, verification and interpretation of international credentials, has resulted in the creation of chaos and confusion for new Canadians trying to settle in their new country. A need for the creation of this mechanism is clearly evident by the level of response to the survey on this particular issue (See Table C).

Current processes in Manitoba for the validation and recognition of foreign studies and qualifications are fragmented, unstructured and in some cases, nonexistent. This problem is not only an issue for the Government of Manitoba but one which has plagued Canada and the rest of the World.

The absence of a central mechanism with responsibilities for the verification and recognition of foreign credentials in Manitoba, to most respondents, constitutes a major systemic barrier. The creation of an agency would enhance the development of strong international and national links with other certifying and assessing bodies, and would provide an accurate and comparative assessment of foreign credentials in Manitoba.

Insufficient Residency Positions:

Responses to the individual survey indicate that 592 (88.2%) respondents believe that several qualified doctors are staying unproductive and under-employed in the profession.

The current four positions allocated to the Refugee Doctor's Program, though considered to be a progressive step in the right direction at the time of its inception, does not seem to meet the growing demand for doctors waiting to enrol in this category. Some doctors who have met entry requirements into the clerkship and internship programs have been waiting for several years due to a lack of residency spots. The number of residency positions under the Refugee Doctors' Clerkship Program could be increased in order to address the current residency problem.

BARRIERS TO ACCREDITATION

Data Interpretation

The Working Group received responses to the questionnaires from four groupings of Manitobans, namely, professional bodies and associations; trades organizations; multicultural and ethnocultural organizations, educational institutions and individuals.

Table D (page 47) indicates the total number of respondents to the questionnaires for individuals. It should be noted that each of the 671 individual respondents indicated that their foreign credentials were not recognized in Manitoba. In the table, individual respondents with non-recognized credentials in Manitoba are categorized by country of origin. The following is a list of those individuals by country of origin starting from the highest to the lowest frequency of individuals:

Philippines	211
India	45
Hong Kong	41
Romania	35
Vietnam	30
Malaysia, Fed. Republic	28
Chile	27
Ukraine	25
Poland	24
Czechoslovakia	21
El Salvador	20
Peru	20
China, People's Republic	19
Portugal	18
Sri Lanka	15
Yugoslavia	15
Uruguay	12
Nicaragua	11
Iran	10
Ethiopia	10
Pakistan	10
Korea	9
Cambodia	8
Somalia	7
Total	671

TABLE D
QUESTIONNAIRE - INDIVIDUAL RESPONSE *
TOTAL NUMBER OF RESPONDENTS WITH NON-RECOGNIZED FOREIGN CREDENTIALS IN MANITOBA, BY COUNTRY OF ORIGIN AND AREA OF QUALIFICATION

Country of Origin	Degree or Diploma Nursing	Degree or Diploma Teaching	High School	Degree or Diploma Law	Trade Certificate or Diploma	Bachelor's Degree	Master's Degree	Degree or Diploma Engineering	Degree or Diploma Dentistry D.D.S.	Degree or Diploma Medicine M.D.	Earned Doctorate	Total
Cambodia	1	1	-	-	1	3	1	-	-	1	-	8
Chile	2	3	-	2	8	5	2	4	-	1	-	27
China-People's Rep.	2	1	-	-	4	1	4	4	-	3	-	19
Czeckoslovakia	3	4	-	1	2	3	1	3	1	3	-	21
El Salvador	1	2	-	2	2	8	2	2	-	1	-	20
Ethiopia	2	2	-	-	3	1	1	-	-	1	-	10
Hong Kong	2	3	-	2	2	11	7	9	2	3	-	41
India	1	3	-	6	2	10	9	10	1	3	-	45
Iran	-	-	-	-	-	-	1	6	1	2	-	10
Korea	-	-	-	-	3	-	1	3	1	1	-	9
Malaysia-Fed. Rep.	3	2	1	1	4	5	3	6	1	1	1	28
Nicaragua	2	1	-	-	2	3	2	1	-	-	-	11
Peru	1	2	-	-	11	5	-	1	-	-	-	20
Pakistan	1	1	-	2	-	-	1	2	1	2	-	10
Philippines	42	98	6	9	12	10	11	5	6	8	4	211
Poland	-	-	-	2	11	2	1	2	2	4	-	24
Portugal	3	2	-	3	5	1	-	2	1	1	-	18
Romania	1	-	-	-	14	6	8	2	1	3	-	35
Sri Lanka	1	-	-	-	3	1	2	3	2	3	-	15
Somalia	-	-	2	2	-	2	1	-	-	-	-	7
Uruguay	1	1	1	-	4	1	2	2	-	-	-	12
Ukraine	-	-	-	-	9	1	2	4	2	6	1	25
Vietnam	3	2	-	3	6	6	2	3	2	3	-	30
Yugoslavia	-	-	-	-	4	1	2	2	2	4	-	15
TOTAL	72	128	10	35	112	86	66	76	26	54	6	671

* Most of the respondents had several years of academic, professional and occupational training. Table D identifies respondents with foreign qualifications which are not accepted as equivalent to qualifications in Manitoba. Others experienced difficulties in attaining accreditation in their respective occupations.

BARRIERS TO ACCREDITATION

Filipino individual respondents are the highest in number at 211, while individual respondents from India and Hong Kong are next with 45 and 41 respondents, respectively, indicating difficulties with having their foreign credentials recognized in Manitoba.

Using information from Table D, the following are frequencies as indicated by international regional groupings:

Asian	
Philippines	211
India	45
Hong Kong	41
Vietnam	30
Malaysia, Federal Republic	28
China - People's Republic	19
Sri Lanka	15
Pakistan	10
Korea	9
Cambodia	8
Total Asian	416
Eastern European	
Romania	35
Ukraine	25
Poland	24
Czechoslovakia	21
Yugoslavia	15
Total Eastern European	120
South and Central American	
Chile	27
El Salvador	20
Peru	20
Uruguay	12
Nicaragua	11
Total South and Central American	90

Southern European	
Portugal	18
Middle Eastern	
Iran	10
African	
Ethiopia	10
Somalia	7
Total African	17

A review of the individual respondents' areas of qualification in Table D indicates that the highest number of those with non-recognized foreign credentials are those with teaching diplomas or degrees from abroad, at 128, followed by those with trades certificates or diplomas, at 112.

Forty-two (42) of the 72 individual respondents who have non-recognized nursing diplomas or degrees and 98 of the 128 respondents with non-recognized foreign teachers credentials, have credentials from the Philippines.

Frequencies of the remaining individuals in other areas of qualification are as follows:

*	Bachelor's Degree	86
	Degree or Diploma in Engineering	76
	Degree or Diploma in Nursing	72
**	Masters Degree	66
	Degree or Diploma in Medicine	54
	Degree or Diploma in Law	35
	Degree or Diploma in Dentistry	26
	High School	10
***	Earned Doctorate	6

* Bachelors' Degrees in Physical, Applied and Social Sciences
** Masters' Degrees in Applied and Social Sciences
*** Earned Doctorate refers to Doctors of Philosophy, Ph.D.

Six respondents reported having earned doctorates in nuclear physics, geology, clinical psychology, education, political science and economics, respectively.

It should be noted that these figures include information only for those individuals who responded to the individual questionnaire. A secondary survey may be required to determine more accurate information for entire cultural and other groupings within Manitoba.

Nevertheless, those individuals who responded, felt strongly enough about their own situations to do so. The information extrapolated from Table D is an indication that the establishment of a centrally coordinated system for evaluating foreign credentials with an accompanying mechanism for providing access to re-orientation or retraining programs is of the utmost importance.

BARRIERS TO ACCREDITATION

Occupational Groups

Five issues were centrally identified by the occupational groups. Responses from the Professions and Trade associations should be viewed from the understanding that rules and regulatory requirements differ from jurisdiction to jurisdiction. Each claims to operate within the legal parameters of their organization. The issue is not whether there are rules or not. Rather, the issue is to examine if these rules really address the problems associated with foreign credentials recognition in Manitoba.

Thirty-three occupational groups (Table E) responded to the survey. Each responding association claims to be operating within the confines of their establishment. However, of the 33 responses, 26 (78.8%) indicated that the provision of poor information on the recognition process in Manitoba by immigration officials outside Canada has resulted in unfair criticisms of their abilities to orchestrate change in the recognition process. On the same issue, 7 respondents (21.2%) believe that they are doing a good job in the provision of information on accreditation requirements to the public. It should be noted that the transmittal of information procedures to new Canadians in their attempt to attain credential recognition is not only vital but of crucial importance (Table E).

With respect to language proficiency requirements, varying conclusions could be taken from this survey. Although a total of 31 respondents (93.9%) indicated that the acquisition of adequate language skills is an absolute necessity, it should be stressed that 93.9% also believe that it is the applicant's abilities more than the occupational language requirements that will determine whether the process is facilitated or hindered. There was a sense of a dire need from the occupational associations to address the issue of providing more language programs for occupation - specific purposes.

Table E identifies the issue of academic admissibility versus occupational recognition. Thirty respondents (90.9%) out of 33 occupational groups believe that most new Canadians seem to confuse the legal jurisdiction of academic equivalence and occupational accreditation. Clearly, these two issues are very different. Although they may sometimes overlap each other, they are still very different in context and interpretation.

The issue of the absence of a central clearinghouse attracted 97.0% responses. A total of 32 respondents believe that this issue is key to addressing the accreditation problem in Manitoba. What has emerged from this survey is that the professions and trades also identified the need for such an agency or establishment. However, most of the respondents suggested that such an agency should be allowed to function in a professional manner, free from the generally accepted administrative constraints of government bureaucracy.

TABLE E

QUESTIONNAIRE - PROFESSIONS, TRADES AND LICENSING BODIES
N = 33

	ISSUES IDENTIFIED AS BARRIERS	ACTUAL #	% (High to Low)
1	Absence of a central clearinghouse.	32	97.0
2	Language proficiency requirements should be reviewed.	31	93.9
3	Confusion between role definition of academic admissibility/equivalency versus occupational recognition and accreditation.	30	90.9
4	Poor information on credential recognition procedures by Canada Employment and Immigration offices outside Canada.	26	78.8
5	Legislative modifications to some aspects of the occupational Acts required to facilitate recognition of foreign credentials.	24	72.7

Multicultural Groups and Ethnocultural Organizations

Responses from multicultural groups indicate that the absence of a central clearinghouse still tops the list of barriers identified. Forty-four respondents (See Table G) which constitutes 100% of those responding, called for a central agency, with a legislative mandate to function. The issue of centralizing the responsibility for foreign credentials is considered to be of paramount importance.

The issue of more language training attracted a total of 42 responses (95.5%). It should be noted that although 42 respondents called for more language training, they also identified further issues related to unfair language testing. There was a very strong call for the abolition of TOEFL as a yardstick for gauging language proficiency in professional and academic settings.

On the issue of information procedures on credential recognition, 93% (41 respondents) identified this to be a significant barrier.

Forty respondents (90.9%) believe that most of the evaluation procedures are unfair and inconsistent. In one case, the practice by Manitoba Education and Training to issue Grade 12 equivalencies indicating such to be strictly for employment purposes, to individuals with undergraduate and graduate degrees, without any defined evaluative mechanism was seen to be unfair and discriminatory. On the issue of financial assistance and supports while retraining, 37 respondents (84.0%) believe that the requirements should be reviewed to increase flexibility.

TABLE G

QUESTIONNAIRE - MULTICULTURAL GROUPS AND ETHNOCULTURAL ORGANIZATIONS

N = 44

	ISSUES IDENTIFIED AS BARRIERS	ACTUAL #	% (High to Low)
1	Lack of a central clearinghouse.	44	100.0
2	More language training is needed.	42	95.5
3	Inadequate information on foreign credential recognition procedures.	41	93.0
4	Evaluation mechanisms unfair and inconsistent.	40	90.9
5	Financial assistance requirements for re-training purposes not flexible.	37	84.0

BARRIERS TO ACCREDITATION

Educational Institutions

Universities (3)

On the issue of procedures used to establish a student's credentials earned from outside Canada, information received from all three Universities in Manitoba indicated that evaluations are based upon established senate policies with respect to Matriculation Equivalencies for countries throughout the world. The policies are monitored and updated as appropriate following receipt of new information and research.

With respect to what resources are used to understand the educational system of the country of origin of such credentials, it was noted that all three Universities identified the following resources:

- Commonwealth Universities Yearbook;
- International Guide to Qualifications in Education - British Council;
- The Encyclopedia of Cooperative Education and National Systems of Education;
- World Education Series;
- PIER Workshop Reports; and
- The Country Index - Interpretations for use in the Evaluation of Foreign Educational Credentials (published by International Education Research Foundation, Inc.)

In terms of holding institutional membership in professional associations which provide information and support in the area of international credential evaluation, two (2) Universities listed the following with the third only using them for resource purposes:

- AACRAO - American Association of Collegiate Registrars and Admission Officers;
- AUCC - Association of Universities and Colleges of Canada; and
- ARUCC - Association of Registrars of Universities and Colleges of Canada.

BARRIERS TO ACCREDITATION

Attention must be drawn to the issue of institutional role in the certification process for permanent residents (landed immigrants) with foreign credentials. All three Universities attested to the fact that their roles were restricted to the evaluation of credentials for admission purposes. In some case, individual faculties are called upon to advise on equivalencies. The actual certification process, according to the three responding universities, is the responsibility of professional organizations.

On the question of granting credit for experiential learning, the three Universities indicated that challenge-examinations can be arranged on the basis of prior learning. However, a fee could be charged for this examination.

On the issue of dealing with appeals (re: assessment, admission, etc.) from applicants with foreign credentials, all three Universities indicated that such a process exists.

Finally, it should be noted that all three Universities indicated that there is a clear need for a central body or agency to act as an Information Centre and Equivalency authority for all individuals requiring the evaluation of credentials and qualifications.

The other (12) educational institutions including the three Community Colleges in Manitoba, after giving due consideration to the issue of foreign credentials recognition in Manitoba, provided the following suggestions:

1. The Government of Manitoba should form a certified, centralized accreditation body which would be responsible as the central clearinghouse for the evaluation of foreign credentials in Manitoba.
2. Expansion of experiential/challenge examination opportunities for certification purposes.
3. Increase availability of upgrading opportunities.
4. More dialogue with immigrant communities to increase the awareness of institutional policies and procedures leading to accreditation and certification.

Finally, all indications point to the need for a centrally-coordinated system for evaluating foreign credentials with an accompanying approach for the provision of re-orientation and retraining programs in Manitoba

5. FUNCTIONAL RESPONSES TO ACCREDITATION BARRIERS

Even with the best of efforts, the global problem of accreditation cannot be achieved by unilateral efforts alone. In light of the federal structure of Canada, the responsibility and powers for regulatory mechanisms, licensing and accreditation come under the purview of provincial governments. The reader's attention is drawn to the fact that jurisdictions such as aviation and air traffic controllers are actually within the purview of the federal government. At the same time, for reform to take place effectively, special negotiations must be put in place to recognize qualifications earned from outside Canada. Active partnerships between stakeholders must be established to achieve this goal. Cooperative mechanisms with the professions and trade occupations either through direct or indirect reciprocative mechanisms must be put in place. On a much broader scale, bilateral and multilateral agreements which are consistent with the overall government policies should be put in place. However, some functional efforts have been made to address this problem from several avenues.

The UNESCO Agenda:

Methods and mechanisms of evaluation of studies should be matched by specific considerations placed on the diversity of systems of studies. However, a common question which has to be put to test is: Can academic qualifications and diplomas, in the broadest sense be regarded as comparable to currencies which are convertible? At this junction, certain specific definitions are in order. According to the United Nations Educational Scientific and Cultural Organization *(UNESCO, 1978)* certain definitions were adopted in a special committee of Governmental experts responsible for preparing "A Draft Convention on the Recognition Of Studies, Diplomas, and Degrees Concerning Higher Education in the States belonging to the Europe Region." These definitions are listed below.

For the purpose of this Convention, the "recognition" of a foreign certificate, diploma or degree of higher education means its acceptance as a valid credential by the competent authorities in a Contracting State and the granting to its holder of rights enjoyed by persons who possess a national certificate, diploma or degree with which the foreign one is assessed as comparable.

Recognition is further defined as follows:

(a) Recognition of a certificate, diploma or degree with a view to undertaking or pursuing studies at the higher level shall enable the holder to be considered for entry to the higher educational and research institutions of any Contracting State under the same conditions as regards studies as those applying to the holders of a similar certificate, diploma or degree issued in the Contracting State concerned. Such recognition does not exempt the holder of the foreign certificate, diploma or degree from complying with any condition (other than those relating to the holding of a diploma) which may be required for admission by the higher educational or research institution concerned of the receiving State.

(b) Recognition of a foreign certificate, diploma or degree with a view to the practice of a profession is recognition of the professional preparation of the holder for the practice of the profession concerned, unless the regulations in a Contracting State provide otherwise. Such recognition does not exempt the holder of the foreign certificate, diploma or degree from complying with any conditions for the practice of the profession concerned which may be laid down by the competent governmental or professional authorities.

(c) Recognition of a certificate, diploma or degree should not entitle the holder to more rights in another State than he would enjoy in the country in which it was awarded.

UNESCO (1977) also defined the generic terms "equivalence of diplomas, and recognition of qualifications acquired", to mean actions which are not identical in scope. The first type of recognition is intended to provide continuity, within a course, subject or branch of studies. This is normally between one nation and another. It allows the recipient no more than the opportunity or the 'rights' to undertake or continue his/her studies in the host country for degree or diploma purposes.

The second type of recognition allows the recipient the 'rights' that go with the qualifications recognized in the host country - such designated rights to undertake further studies and to practice a profession in that country. The Working Group on Immigrant Credentials endorses all efforts by the UNESCO pertaining to the draft convention outlined above.

AUSTRALIAN MODEL:

This overview of the problems encountered by the Commonwealth Government of Australia is centered on the whole issue of credential recognition, retraining and equivalencies. The Government of Australia noted that "as we move into the 1990s, Australia faces the challenge of making fundamental changes to the way we operate in the global marketplace" *(Australian Government, 1989)*.

In Australia, the National Office of Overseas Skills Recognition (NOOSR) in a document - Migrant Skills: Improving Recognition Process, published in November, 1989, observed the following:

"Having considered these and other Commonwealth and State reports, and related academic studies, the government considers that:

1. There is insufficient cooperation between the Commonwealth and States in formulating policy and in developing and implementing programs;
2. Skills recognition, because it is largely the responsibility of the States and Territories, has led to localised occupational entry requirements and recognition process. Such fragmentation has adversely affected the mobility of the Australian-trained, and for skilled migrants has caused confusion, frustration and despair;
3. Occupational recognition, processes are centred too heavily on "paper" qualifications alone.

A person's demonstrated skills and occupational competence are often only incidental or disregarded, or their success jeopardised by the lack of local knowledge of their qualifications;

4. Recognition and registration processes are often poorly explained to skilled migrants. They are generally not supported by the availability of realistic information and advice, particularly at the pre-migration stage;
5. Not enough access has been provided to appropriate orientation, bridging, refresher and upgrading courses which may be necessary to obtain recognition; and
6. Existing processes are subject to long delays and backlogs, especially in some trades and para-professional areas but increasingly in those professional streams where a series of very rigorous examinations are required--*(Australian Government Publishing Service, 1989, 2-6).*

From the above observations, the report on Migrant Skills, suggested a model approach to solving the problem associated with overseas qualifications and skills recognition. Even though these provisions are Australian focused, it does have world-wide application.

The Australian model entails the following:

- Fast-track preliminary assessments of skills based on formal education, on-the-job training and working experience;
- A data base to facilitate preliminary assessment and to provide information and counselling to all applicants for migration on employment, recognition and labour market issues;
- Competency-based assessment against national standards where necessary to enable full assessment of a person's skills;
- Access to diagnostic and counselling advice where a person's skills do not align with Australian occupational standards; and
- An integral role for education and training enhancing or re-orienting a person's skills to enable him or her to meet relevant occupational criteria. *(Australian Government Publishing Service, 1989, 2-6).*

FUNCTIONAL RESPONSES TO ACCREDITATION BARRIERS

It should be emphasized that the Australian model does not dispense entirely with the assessment of formal qualifications, nor does it require skills or prior learning to be reassessed when they have already been determined before migration as meeting the required Australian standards. What this model attempts to do is to ensure that people who previously were marginalized due to the non-acceptance of qualifications, now have the chance to prove that their skills meet defined Australian standards. *(Australian Government Publishing Service, 1989)*

QUEBEC: THE ACCREDITATION AND RECOGNITION PROCESS

The Government of Quebec, for the past decade, has actively addressed the problems associated with recognition of skills, formal training and experience. In 1982, this problem was the major focus of the report of the *Commission d'étude sur la formation des adultes*. Two years later, the Government of Quebec, through the *Ministère de Éducation* launched far reaching research which led to the development of a program specially devoted to the recognition of formal training and experience.

Secondary School (Grade 11)

The MCCI *(Ministère des Communautes Culturelles et de l'immigration)* report stated that "in the realm of formal training and experience acquired in the schools, all Quebec school boards make available to young people and adults, attestations of level of education and of equivalence with regard to secondary programs in any official system, past or present, in Quebec or elsewhere". *(Quebec, 1989)*

On the issue of foreign-trained individuals, immigrants can obtain attestations of the Quebec equivalents of foreign diplomas. This is achieved by equivalent ratings by course content in relation to foreign curricula *(Quebec, 1989)*.

FUNCTIONAL RESPONSES TO ACCREDITATION BARRIERS

Cegeps (Pre-university and vocational streams)

The approach used to evaluate and recognize formal training and experience in CEGEP programs is multifaceted. It consists of both oral and written examinations. This is further assisted by the use of tables of equivalence covering training programs offered by organizations outside the school system.

Universities

Universities in Quebec "recognize formal training and experience for the purpose of admission based on an examination of each applicant's file and a questionnaire". *(Quebec, 1989)*. Highlights of the recognition process include the following:

- Interviews or entrance examinations.
- The portfolio method which consists of a combined package of life-long learning and experiences.
- Exemption with respect to certain diplomas and the corresponding bachelors' degrees.

Immigrants and Foreign-Trained

In the Province of Quebec, services provided in relation to the recognition of formal education, training and experience acquired outside of Quebec consists of the following:

- Assisting immigrants to adapt through reception services;
- Preliminary analysis of their files;
- Guidance and referral to educational institutions;
- Intervention on behalf of immigrants in the institutions concerned;
- Issues attestations of equivalences with respect to the Quebec education system covering a wide range of foreign diplomas;
- Verifies the validity of documents submitted;

- Translates foreign certificates; and
- Issues between 3,500 and 4,000 attestations every year. (Quebec, 1989)

In the Labour market areas, the recognition of formal training and experience comes under a program devoted to the recognition of vocational skills administered by the *Ministère de la Main-d'oeuvre et de la Sécurité du revenu* and its network of *Commissions de formation professionnelle*. Targeted clientele include the following:

- women entering the labour market;
- wage earners seeking reclassification as a result of plant closures;
- the employed; and
- the unemployed.

This study has shown that the recognition of formal training and experience has gained considerable attention in Quebec over the last decade. Quebec's immigration policy, coupled with innovative joint-programs with the Federal Government will further assist in the recognition of formal training and experience at the CEGEP level. However, caution should be exercised in applying the Quebec model in Manitoba without an understanding of the entire plan of action.

THE MANITOBA SITUATION:

With regard to the practice of a profession, the relevant UNESCO clause states that the intention is to recognize the technical abilities and competence of the individual. Also, recognition for the purpose of practising a profession means acceptance of the technical competence of the holder of the diploma, degree or qualification, as it applies to the rights and the obligations of the holder of such national diplomas, degrees or qualifications.

A growing number of cases in Canada and in Manitoba suggest that it is becoming increasingly obvious that the fates and careers of professional immigrants with foreign credentials hinge upon the recognition and validation of their credentials obtained outside Canada.

Extrapolating the Manitoban problem of credential recognition within Canadian and global concerns, one has to understand the meaning and applicability of certain terms. Looking closer to the terms "equivalence of diplomas and degrees", "recognition of studies, prior learning, diplomas and degrees", and "recognition of qualifications acquired", confusion is generated as a result of a perception that these items are interchangeable. In fact, these terminologies refer to actions which are not identical in scope.

There is clearly a distinction between recognition for academic purposes and recognition, validation or certification for the specific purpose of practising a profession. There is no yardstick globally for the comparison of studies from one country to another. What really exists is that bi-lateral, horizontal or reciprocal agreements are initiated between contracting nations for such purposes. In these cases, agreements are reached on the criteria and methods to be applied to the process of evaluating the competence an individual has actually acquired. The recognition and acceptance of studies obtained outside Canada is ultimately a matter of mutual knowledge and understanding and should be based on well-defined methodological processes.

Part of the mandate of the Working Group, as defined by the Government, is: "To explore all aspects of the issue" *(Manitoba Government document, 1989, 3)*. Several initiatives attempting to address this issue are in place in Manitoba at both the government and at other non-governmental agency levels. Although it may seem fragmented in scope, credence should be given to these initiatives. Some of these initiatives include the following:

Program Recognition

This is a program formerly of Manitoba Family Services (now located in Culture, Heritage and Citizenship) which provides wage assistance to businesses if they can create new permanent positions of a professional or technical nature for qualified landed immigrants or recently naturalized Canadians. Assistance is provided to employers to develop an off-site training plan for the employee. In addition, assistance is provided to employees in identifying and obtaining the appropriate training required for licensing and accreditation. This program does not have the mandate to conduct evaluations of credentials.

Program Recognition was introduced in 1985 under the Jobs Fund Program by the Immigration and Settlement Services Branch of the then Department of Employment Services and Economic Security to encourage the creation of new, permanent professional and technical positions by providing wage assistance to private sector businesses and large institutions. As well, this program was designed to assist newcomers in their efforts to obtain professional and technical recognition by gaining meaningful Canadian work experience in their fields of expertise and the development of a course of action that could lead to accreditation.

To be eligible, the employer must be an existing private sector registered business operating in the Province of Manitoba. The employer is required to create a position in one or more of the following areas:

- Engineering and Scientific Activities
- Product Development and Design
- Technology Adaptation
- International Trade
- Production Operation Management
- Human Resource Management
- Marketing
- Finance

The new position created must be one which will become full time and permanent upon termination of the wage assistance provided. In addition, the position created is required to provide a minimum of 35 hours per week with consecutive weeks of employment. Furthermore, the employer is required to provide a detailed position description with the application form. The idea is to match the position with the employee's level of education and expertise such that the new position enables the employee to utilize his/her professional/technical training. Finally, the participating employer must not receive any other job creation or training funding for the same employee.

To be eligible for such a position, the prospective employee must be a landed immigrant or recently naturalized Canadian whose post secondary education was not formally recognized in Manitoba. In addition, this person is required to have a working knowledge of English or French and must be either unemployed or underemployed in an occupation not directly related to his/her area of study at the time of hiring.

Furthermore, the prospective employee is required to be a graduate from a field of study which is compatible with one or more of the areas listed above and must not hold any financial interest in the company.

The Provincial contribution offered by this program is based on 70% of the gross wage paid for the first four (4) weeks of the approved period, 50% of the gross wage paid for the following 22 week period, and 30% of the gross wage paid for the final 26 week period. The maximum subsidy for 52 weeks of employment cannot exceed $8,640.00.

Program Recognition was created as an interim measure to assist those who had foreign experience and credentials to gain access to the job market in their areas of education and expertise. The intent is to provide professionally/technically trained immigrants the necessary Canadian work experience to qualify for certification. The changing nature of immigration with respect to levels, source countries, education and skills of immigrants and facility in either of the official languages, necessitates some major changes in order to fully manage and utilize the invaluable skills and expertise of this growing component of Manitoba's human resource base.

Program Recognition is described as a measure designed "...to encourage the creation of new permanent professional and technical positions..." (from Immigration and Settlement Services: Programs and Services, November, 1990). However, since Manitoba is without a formal system to handle the evaluation, re-orientation or accreditation of persons with foreign credentials and experience, most foreign professionals are not hired as "true" professionals in Manitoba.

FUNCTIONAL RESPONSES TO ACCREDITATION BARRIERS

WORKFORCE 2000

This new initiative of the department of Education and Training has several components. Some of its major components include the provision of training advisory and brokerage services. Training consultants provide consultation and assistance to private sector firms and groups of employers, particularly small and medium sized businesses in order to assess specific training needs and develop implementation training plans.

WORKFORCE 2000 also provides financial incentives to small and medium sized firms to encourage work-based training of new and existing employees. More especially, it includes training, retraining and upgrading in both job specific and generic skills for entry-level applicants.

Priority areas for training include high demand occupations and skill shortage areas and the introduction of new technologies, equipment and processes. As an incentive to employees, WORKFORCE 2000 will cost-share with the employer direct costs of training such as tuition, instruction fees, development costs of instructional materials for use in the workplace. WORKFORCE 2000 indicates that wage assistance will also be available for new full-time employees. For large businesses the Payroll Tax Refund is available in order to support the delivery of generic work-based training.

The Refugee Doctor's Clerkship Program

This is a joint two year program of The University of Manitoba's Faculty of Medicine, the Manitoba Department of Health, Canada Employment and Immigrant Commission and the Manitoba College of Physicians and Surgeons. The program is intended for doctors with refugee status whose first place of residence in Canada is Manitoba. In the first year they receive training as clinical clerks at the level of fourth year students in the Faculty of Medicine, and the second year as interns. This program has been operating since 1985 and has an intake of four refugee doctors per year. The scope of this program could be expanded to cover refugees as well as the entire range of foreign-trained applicants.

English for Academic Purposes (EAP)

There are a number of English for Academic Purposes (EAP) courses being run in Winnipeg. Most are run by the two universities (University of Winnipeg and University of Manitoba) on a part-time fee-paying basis. They are open to anyone wishing to improve their English for studying at the post-secondary level. The most notable development in EAP occurred in 1986, when the Core Area Initiative Employment and Training, Red River Community College and the Adult and Continuing Education branch of the Department of Education and Training jointly established a full time EAP program. It has income supports available to students eligible for Student Social Allowances (Student Social Allowances are cost shareable with the Federal Government under the Canada Assistance Plan). The program was designed to meet the needs of immigrants with post-secondary training and/or experience in the trades, technologies or professions who had encountered language barriers in their efforts to re-enter their field of expertise. These barriers include refusal of admission by post-secondary institutions or failure in post-secondary courses due to language problems.

English for Science and Technology (EST)

This program, which is modeled after the EAP course is jointly funded by the Core Area Initiative, Employment and Training and Adult and Continuing Education Branch with the active participation of Red River Community College in program design. The course focuses on immigrants with training and/or experience earned outside Canada in the sciences or technologies and has the same criteria for eligibility and the same income supports as indicated for EAP, above.

FUNCTIONAL RESPONSES TO ACCREDITATION BARRIERS

English for Medical Purposes (EMP)

This is a part-time course for health professionals focusing on the communicative needs of immigrant doctors, nurses, dentists, lab technicians and so on. The course is run by the Core Area Initiative Employment and Training.

Occupational Skills Assessment and Training for Immigrants (OSATI)

This is an initiative by Red River Community College, funded by CEIC, to develop programs for immigrants with training and credentials in occupations earned outside Canada in areas which fall within the mandate of Red River Community College.

Professional Certification of Teachers in Manitoba

Manitoba is the only province in Canada where a minimum of a four year Bachelor of Education degree or a two-year-after-a-first-degree Bachelor of Education is required for professional certification. In other Canadian jurisdictions, a provisional certificate is issued to a person who holds an undergraduate degree and has completed one basic year in an approved Faculty of Education. The certificate is issued in those provinces for a probationary period and the teacher requests permanent certification after having successfully completed his/her probation. However, Manitoba has negotiated bilateral agreements with a number of provinces whereby teachers certified in those jurisdictions may be granted a Provisional Professional Certificate in Manitoba. They are required to complete one additional year of professional training within five years of issuance of the provisional certificate. Applicants coming from the other provinces with whom Manitoba has not negotiated a bilateral agreement are not eligible for certification in this province at the present time unless they have completed two years of course work in education. Under existing regulations, applicants coming to Manitoba from other countries who meet the minimum requirements in those jurisdictions are not eligible for certification in Manitoba, unless they have completed two years of course work in education.

Statistics: Since September, 1987 a total of 57 teachers from other countries have been denied certification in Manitoba because they had only completed a one-year program of teacher education: (Education and Training, 1990)

NOTE: Since September, 1987 a total of 31 teachers have been denied certification in Manitoba because they had completed a one-year program of teacher education from a province with whom there is no bilateral agreement. (Education and Training, 1990)

Immigrant Access

The Immigrant Access Service Unit of the Citizenship Division, of the Department of Culture, Heritage and Citizenship was established in 1985 when the Immigration and Settlement Branch fell within the jurisdiction of the Department of Family Services. The purpose of this service is to bridge the barriers encountered by new immigrants in accessing various health, social, education, language, financial and legal services.

Immigrant Access Service was designed to provide information, needs assessment and referral to clients in their own language. The Service was further designed to assist service providers to ".....become more informed about and sensitive to immigrant needs and cross cultural service issues" (*Immigration and Settlement Services: Programs and Services, November, 1990).*

The five immigrant access workers undertake needs assessments, provide information and refer clients in the following areas:

- mental health/health
- family conflict

- income security
- legal problems
- employment/job searches
- education
- training opportunities
- immigration
- financial matters

It should be noted that recent re-organization within the Citizeship division of the Department of Culture, Heritage and Citizenship, has strengthened the delivery of service within the Immigrant Access Service Unit.

Assistance provided by Immigrant Access Service with reference to consultation and information on the employment, education and training of immigrants, is vital. However, in view of the fact that immigrant employment issues are numerous, a coordinating foreign credentials body which employs other strategies in addressing immigrant employment concerns and which has the capacity and legislative mandate to address these issues, would further enhance access to opportunities for employment. Consequently, requests for credential recognition would be more appropriately addressed by way of referral to a foreign credentials coordinating body.

Multiculturalism Secretariat

The Multiculturalism Secretariat was established by the Province of Manitoba to identify priorities for action throughout government and to work with officials in the various departments and agencies of government to address these priorities. The Secretariat also has the important function of fostering partnerships with the community to enhance sensitivity to the needs and concerns of Manitoba's multicultural community.

In keeping with these functions, the Secretariat will be able to keep the central coordinating agency (Credentials and Skills Evaluation Network) informed of any concerns or suggestions which may be brought forward by the community and other government departments. Also, Secretariat staff will be able to assist as resource persons on intercultural relations at meetings, workshops and conferences.

> *Multiculturalism, as an important dimension of national policy, can contribute to economic development as well as to the future stability and unity of Canada. At the macro-level, Canada's Competitive position can be enhanced by multiculturalism. About 30 percent of Canada's output is sold in foreign markets. One of the advantages of being a multiracial, multilingual and multicultural society is the familiarity of great many Canadians with other languages and cultures. This can help establish overseas markets for Canadian goods and services. So far, this aspect has been largely underutilized and underexploited. (Jain, 1988)*

Accreditation and Women

Under the section entitled "Immigrant Women" in the Final Report of the Women's Initiative, Recommendation 86 states:

> ***That the province develop a system whereby the accreditation of foreign degrees can be established***
>
> *The report further states:*
>
> ***The accreditation of foreign credentials remains a problem. A system for recognition of foreign credentials and/or retraining to Canadian standards is extremely important. The Refugee Medical Doctors Program was seen as a particularly useful model and one that should be applied in other areas. Universities have a responsibility to update their equivalency ratings so that degrees from international universities can be recognized.***

Although the Report of the Women's Initiative cites accreditation as being a problem for immigrant women, it should be noted that women in general, who have studied abroad, would also be well served by a coordinated credentials and skills evaluation program.

FUNCTIONAL RESPONSES TO ACCREDITATION BARRIERS

Apprenticeship and Training

In Manitoba Labour, the Apprenticeship and Training Branch of the Labour Services Division provides a different method of Training. This program allows the individual to earn a salary while he/she learns on the job and in school. It is the only program which leads to certification in a designated trade. For many people, apprenticeship training is a positive step in the continuing process of learning and upgrading skills needed to compete in a changing job market. Through this program, certified journeypersons with skills will become formally and financially recognized in Manitoba.

In the areas of trades, it should be noted that the Apprenticeship and Trades branch of the Department of Labour is attempting to institute mechanisms which permit access to foreign-trained or experienced tradespersons. Further negotiations are anticipated to continue in order to expedite access in this area. Changes in the terms of enabling legislation would be essential in order for policies to become effective. Such changes would be essential in order to properly regulate procedures as they may apply to other designated trade jurisdictions.

The credit banking system of the Labour Services Division which is still in its evolutionary stages was introduced in order to allow foreign-trained and other individuals to gain entry into the workplace at a level commensurate with their experience and qualifications. It also allows the employer to provide the necessary upgrading and re-tooling skills needed for accreditation and certification.

It should be noted that the Labour department has some provisions for challenging for credit. This process allows the individual with foreign credentials and experience to challenge by way of practical exams. In some cases, advanced credits may be awarded and banked for future certification purposes.

From an Apprenticeship and Occupational Certification point of view, other barriers were identified. Although they are not different from the overall entry barriers already identified, special significance should be placed on the following:

- Assessment of equivalences of training and experience.

- Interprovincial certification in designated trades.
- Translations of foreign credentials documents.
- Granting of technological equivalence.
- Availability of programs needed for retraining.

Responses from trade and occupational groups identified the need also for a Central Agency to be responsible for the facilitation and evaluation of foreign credentials and experience. The Working Group contends that with the institution of a Central Agency, professional and trade associations would be properly assisted in their decisions affecting the recognition of foreign credentials. The Apprenticeship Activity Report (Table F) from 1986-87 to 1989-90 of the Department of Labour supports the need for a Central Evaluating Agency. The demand for the recognition of skills by applicants with foreign credentials emphasizes a dire need for a central agency with a mandate to carry out functions as will be outlined later in this report.

Also, the Apprenticeship and Training Branch of the Labour Services Division should be commended for undertaking a number of pilot endeavours and policy initiatives in order to ensure inclusive rather than exclusive access to apprenticeship and trades certification. To achieve this initiative, information from the Labour department indicates that affected target groups will be invited to become the core advisory group for the establishment of a Volunteer Equity Committee. It is anticipated that this Committee will provide new directions in that area.

In support of the Credit Bank system, responses from the surveys including those from the Community Colleges in Manitoba, attest to the fact that a system of banking Credits and Occupational experience is one of several routes to take in the recognition process.

The Credit Bank approach allows the individual to accumulate credit for courses, programs or work experience completed elsewhere. Some of these courses could have been obtained from non-traditional programs. The Open Learning Agency model in British Columbia should be examined further in order to evaluate its expediency in related issues on credentialism.

Although the Government of Canada established in 1989, the **Canadian Information Centre for International Credentials**, as previously indicated, it is void of any legislative authority to issue accreditation. The Canadian Information Centre is not expected to deal with the issues of inter-provincial transfers, credit for prior learning and other issues related to the accreditation process. In the absence of a Nationally Controlled Clearinghouse with legislative authority, Manitoba, with a coordinated network mechanism, can share a data base with other provinces and at the same time operate a functional office somewhat similar to that of Quebec.

TABLE F

APPRENTICESHIP ACTIVITY REPORT - Period April 1 to March 31

DESIGNATED TRADE	1986-87	1987-88	1988-89	1989-90
CONSTRUCTION				
Bricklayer	53	56	51	43
Carpenter	780	806	735	540
Cabinet Maker	0	0	0	18
Construction Electrician	476	494	473	411
Crane Operator *	0	0	0	0
Drywall Mechanic	13	13	8	5
Glazier	7	7	1	2
Interior Systems Mechanic **	0	0	0	0
Lather	20	35	30	19
Painter & Decorator	59	51	42	34
Plaster **	0	0	0	0
Plumber	242	250	236	260
Powrr Electrician	64	75	82	85
Roofer **	2	2	2	0
Sheeter, Decker & Cladder *	0	0	0	0
Sheet Metal Worker	59	57	61	67
Sprinkler & Fire Protection	18	16	17	18
Steamfitter	38	39	34	37
SERVICE				
Aircraft Mechanic	27	25	38	50
Automotive Machinist ***	0	0	0	0
Baker ***	0	0	0	0
Consumer Electronics ***	0	0	0	0
Cook	18	23	29	41
Electric Motor Winder	3	2	3	4
Heavy Duty Equip. Mechanic	478	448	440	415
Landscape Technician	0	0	0	16
Mechanical Systems Testing & Balancing Technician *	0	0	0	0
Motor Vehicle Body Repairer (including paint)	184	200	207	205
Motor Vehicle Mechanic	373	379	371	393
Parts Person	0	0	12	22
Refrigeration & A.C. Mechanic	73	68	66	77
INDUSTRIAL				
Boilermaker	27	20	21	15
Industrial Electrician	48	28	24	33
Industrial Mechanic	58	54	91	160
Industrial Pipefitter **	0	0	0	0
Industrial Welder	141	122	121	112
Instrument Mechanic	17	10	15	26
Machinist	100	91	88	87
Miner **	0	0	0	0
Mould & Pattern Maker	0	0	0	0
Steel Fabricator **	16	16	5	2
Tool & Die Maker	20	22	9	11
TOTALS	3,414	3,409	3,312	3,208

*No institutional training required: on-the-job training only.
** Training not available at present.
*** Curriculum under development.

Source: Manitoba Department of Labour: Apprenticeship and Training, 1991

FUNCTIONAL RESPONSES TO ACCREDITATION BARRIERS

Manitoba must coordinate the recognition of all foreign credentials so as to maximize the benefits from its highly skilled workforce and help reduce waste of potential. Professional and Trade Associations must adapt to new business methodologies in order to be competitive.

> *Much of Canada's future productivity performance...the performance on which future income expectations must be based...is likely to be governed and limited by the ability of Canadian firms to assimilate and use "frontier" science and technology. And on this score, Canada's report card is alarmingly weak, by whatever measure.... (Economic Council of Canada, Legacies, 1989, p.15)*

A Central Coordinating Agency, could provide the means for the recognition of foreign credentials and skills in Manitoba. Also, such an agency could provide an efficient coordinating infrastructure which could generate direct and specific services to clients with foreign credentials. Some of the required services might include:

- credential and skill assessment counselling;
- vocational information;
- information packages on foreign credentials for prospective immigrants;
- information dissemination on foreign skills requirements; and
- the issuing of attestations on foreign credentials.

The provision of a strategic policy and planning unit within a Central Coordinating agency could research policy issues as they relate to immigration, the labour-market scene, and the socio-economic infrastructure needed to address the recognition of foreign credentials in Manitoba.

The model for the recognition of skills in Quebec should be thoroughly examined within the framework of the new Canada-Quebec Immigration Agreement. The Australian model should be viewed from a comparative educational understanding rather than from a sectoral point of view. Future insights to Manitoba's credential recognition should also be properly linked with a well-defined Immigration Agreement with the Federal Government.

6. POLICY, STRATEGIES AND RECOMMENDATIONS

To attain the objectives identified by the mandate of this study, cooperation from all stakeholders affected by this problem is vital for the successful implementation of the recommendations presented in the report. The successful integration of immigrants in any society should be enhanced by a cogent and responsible approach. Immigration, integration and the recognition of foreign credentials are all part of the grid needed to foster a strong socio-cultural and economic development for the province of Manitoba. The strategy and recommendations put forward will allow for the restructuring of procedures needed to facilitate and coordinate the systemic barriers that are most pervasive in preventing entry to the professions and trade occupations in Manitoba. It is envisaged that the recommendations put forward in this report could improve the information and advice needed to boost existing services and initiatives currently in place for immigrants seeking recognition and/or access to education or retraining; and that the strategies for foreign credential recognition presented in this study could improve the academic, professional and occupational evaluation processes that provide advice on all foreign qualifications in Manitoba.

Finally, global indicators show that the world economic, professional and occupational power will continue to shift to more favourable grounds. North Americans and the entire European Economic Community are only just beginning to grasp the meaning of this rapid global change. Immigration, foreign investment and foreign credential recognition are all part of the world's socio-economic grid. Europe is going to be exploding as a barrier-free zone by 1992 and the recognition and portability of credentials in Europe will expedite the expansion of the global marketplace.

Manitoba must not be caught between two giants - economic development and international credential recognition. Instead, Manitoba must attempt to internationalize its workforce through its immigration policy.

Manitoba's immigration policy must address the following critical issues in order to attract skilled immigrants and to successfully internationalize the workforce:

- A mechanism for the recognition and accreditation of immigrant and foreign credentials;
- A mechanism to enable an equitable demographic distribution of immigrants and resources to the Province through federal-provincial negotiations and agreements;
- Pursuit of measures to create a climate favourable for economic development;
- Provincial participation in the development of nationally standardized language programs and enabling the availability of these programs in Manitoba to meet the needs of professionals, highly skilled workers, business people and those who experience difficulties with respect to literacy in their own mother tongue;
- Use of Employment Equity programs to facilitate entry into and progression within the place of employment in both public and private sectors; and
- Development of race relations strategies and use of multiculturalism and human rights policies, legislation and educational programs aimed at developing a climate for the harmonious integration of all Manitobans.

The success of any policy related to immigration and the issue of foreign credential recognition should be largely dependent on the path chosen to implement it. That path should be focused within the parameters of the Department of Culture, Heritage and Citizenship.

FOREIGN CREDENTIALS: STRATEGIES FOR ACCREDITATION IN MANITOBA

This study indicates that in order to achieve the most from a broader comprehensive strategy, policies must be put in place to address all of the issues raised during the course of the study. This study has shown that the people and the human resources of Manitoba are the greatest strengths of this province; that the development of this province is more than simply economic growth. It involves people, their aspirations, and how they are able to use their resources and skills. Manitoba, through a well orchestrated strategy, can attain excellence through the utilization of its skilled workforce.

To achieve the most, current existing programs, which do not completely address the recognition of foreign credentials, should be restructured to meet the demands of new Canadians and new socio-economic realities dictated by market-driven concerns. The Citizenship Division of the Department of Culture, Heritage and Citizenship would, to all intents and purposes, be the logical domicile of this new initiative. A branch solely designated to address this issue, should be a priority.

Manitoba should be moving in the direction of establishing a network, empowered through enabling legislation to be responsible for the evaluation of foreign credentials and skills. To this end, a Network to be called the **"CREDENTIALS AND SKILLS EVALUATION NETWORK"** (CSEN) should be established as a priority. CSEN will work closely with the Federal and other provincial governments through the sharing of information and the establishment of bilateral agreements of reciprocity on accreditation issues. The proposed CSEN model would be the ideal mechanism for the accreditation of foreign credentials in Manitoba.

Studies have shown that the economic loss to the province of Manitoba from unutilized investments in the form of foreign skills has been very costly. The non-utilization of foreign credentials and skills, which are very closely tied to foreign business investments, has created a tremendous economic cost to the Province of Manitoba and to all of Canada. *(Forum, 1991)*

THE ACCREDITATION MODEL (see Figure 1)

> *It would be interesting for a central agency or government department to develop with the various jurisdictions, competency-based assessment programs, especially targeted to meet the needs of New-Canadians. (Submission to the Working Group, 1990)*

POLICY, STRATEGIES AND RECOMMENDATIONS

The implementation of a mechanism for cooperation among jurisdictions to develop competency-based assessments would necessitate federal-provincial and interprovincial negotiations and agreements. The purpose of such negotiations and agreements would be to develop competency-based skills assessments for immigrant and foreign credential recognition in conjunction with domestic initiatives and standards to achieve national competency-based standards.

This model provides a simple approach to the accreditation process. It addresses the assessment, recognition and information guidelines needed to expedite the process. It will open the doors to the establishment of international partnerships. This partnership will cover such areas as economic development, socio-cultural exchanges and above all, provide the vital resources needed to catapult Manitoba into a stronger global economy.

The components of the CSEN model will include the following:

EVALUATION

- Quick initial evaluation and assessments of formal education and experience of potential immigrants prior to migration to Manitoba:
    - Responsible for the assessment of all foreign credentials and formal education skills.
    - Determination of equivalency levels of prior learning.
    - Verification and validation of credentials or documents submitted.
    - Granting of equivalency documents, certificates in cooperation with other government departments and agencies.
    - the identification of further training on a case-by-case basis.
    - facilitation of translation of documents submitted.

- Provide counselling advice on occupational and academic requirements as they pertain to the Province of Manitoba.

POLICY, STRATEGIES AND RECOMMENDATIONS

INFORMATION

- Provide information to the public on the roles and functions of CSEN;
- Establish a network and database on foreign skills and credentials at both the international and interprovincial levels;
- Provide an inventory of required provincial and national standards on certification, accreditation, licensure and registrations; and
- Inform prospective businesses and investors about regulatory mechanisms as they might affect their human resource components.

On the whole issue of recognition, special attention must be paid to the Academic Experience and Experiential Learning already acquired by immigrants with foreign credentials. An overview of the academic and other components of foreign credential recognition including the structure of the Proposed Credentials and Skills Evaluation Network (Figure 1) follows.

PROPOSED CREDENTIALS AND SKILLS EVALUATION NETWORK (CSEN)

ORGANIZATIONAL MECHANISM FOR ACCREDITATION

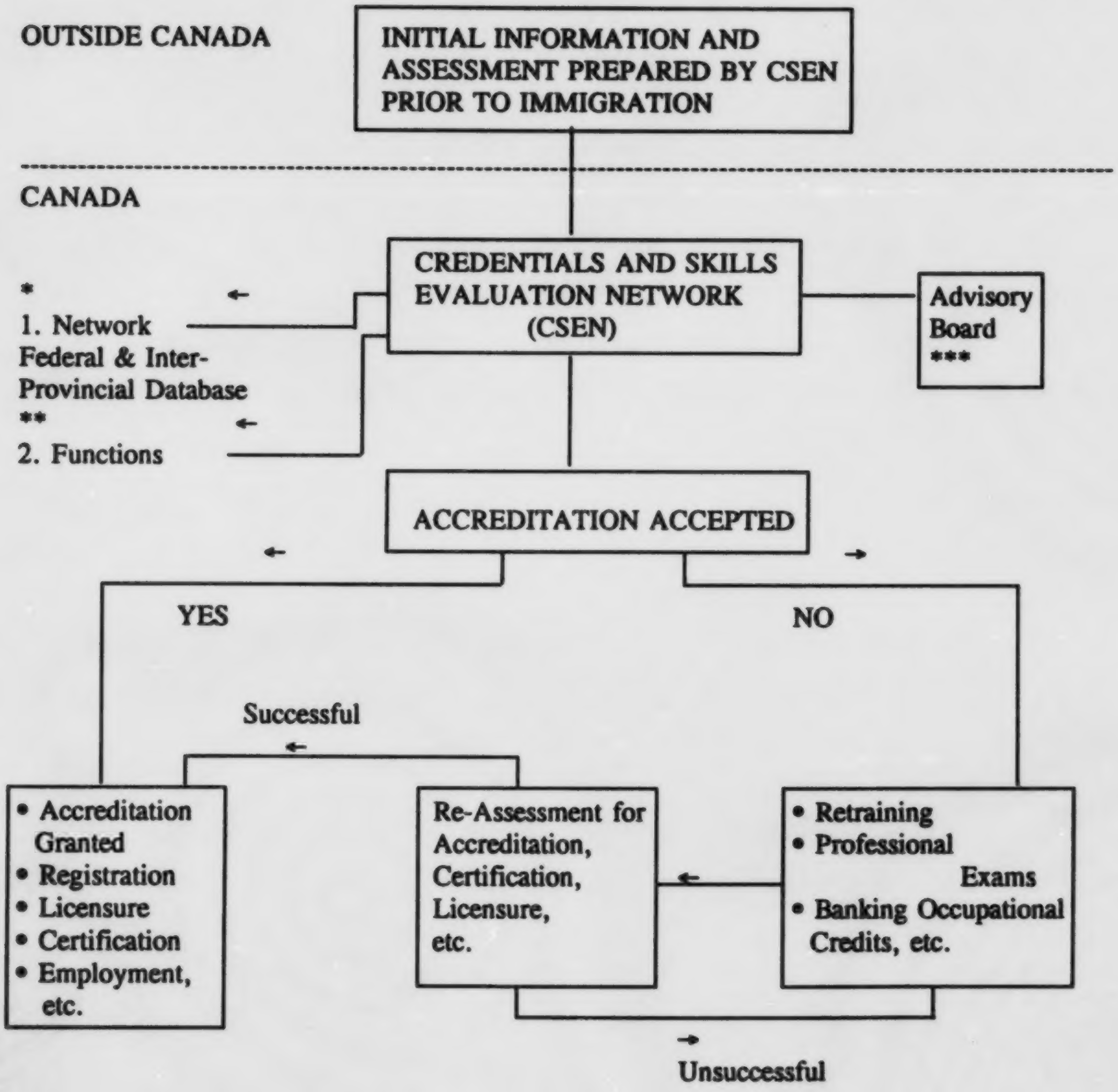
OUTSIDE CANADA
INITIAL INFORMATION AND ASSESSMENT PREPARED BY CSEN PRIOR TO IMMIGRATION
CANADA
CREDENTIALS AND SKILLS EVALUATION NETWORK (CSEN)
*
1. Network Federal & Inter-Provincial Database
**
2. Functions
Advisory Board ***
ACCREDITATION ACCEPTED
YES
NO
Successful
• Accreditation Granted
• Registration
• Licensure
• Certification
• Employment, etc.
Re-Assessment for Accreditation, Certification, Licensure, etc.
• Retraining
• Professional Exams
• Banking Occupational Credits, etc.
Unsuccessful

FIGURE 1

POLICY, STRATEGIES AND RECOMMENDATIONS

ACADEMIC EXPERIENCE

As noted in this study this type of evaluation will enhance the proper identification of academic levels attained; either by course content or program development as they might relate to equivalency standards in Manitoba institutions.

This type of evaluation would be facilitated through the CSEN model. With a proper application of the CSEN model, economic integration would be made much easier to achieve. The CSEN model would save time, money and duplication of services and expertise. This model would allow immigrants and those with qualifications from outside Canada to access other institutions of higher learning.

RECOGNITION OF SKILLS BASED ON EXPERIENCE

> *---establish a Central Clearinghouse or department specifically responsible for the evaluation of all foreign credentials and prior-learning experiences. (Submission to the Working Group, 1990)*

The CSEN model, in conjunction with other government departments, such as Labour and Education and Training, and the Advisory Board to CSEN, would provide long-term strategies for implementing this program. Results from this study indicate that CSEN could provide the Central Clearinghouse Mechanism needed to expedite action on this issue.

Individuals who were previously marginalized and whose qualifications were considered unacceptable will now have the opportunity to challenge and prove that their qualifications and skills deserve credence. The CSEN model would allow for pre-immigration assessment. Canadian offices outside Canada would be able to apply CSEN's requirements and guidelines for the occupations and trades.

STRATEGY AND GUIDING PRINCIPLES OF CSEN

The CSEN will be guided by the following principles:

- that the application of competency-based skill standards, which meet both the provincial and national guidelines be a major consideration for the professions and trades;
- that CSEN will work cooperatively with the regulatory bodies of the various professions and trades, institutions of learning to address the accreditation issue;
- that CSEN, when assessing foreign credentials and skills, national and provincial standards will be maintained to reflect academic, professional and trade regulatory requirements; and
- that skilled individuals with foreign qualifications would have access to proper information with regards to re-training, accreditation, certification and licensing in the various occupations.

ENHANCED CLIENT INFORMATION SERVICE

The Working Group, after due consultations and analysis, is of the opinion that Manitoba residents with foreign qualifications have insufficient information and counselling as to the routes needed to have their qualifications recognized. Immigrant professionals in Manitoba represent a vital core to Manitoba's growing economy.

Proper information must be disseminated to show that there is a direct link between immigration and labour-adjustment policies. (*Seward and Tremblay, 1989)* Too many a time, important decisions affecting families have been made without a proper validation of information sources. These segmented decisions result in confusion and frustrations.

With the creation of the CSEN, vital information would be provided at the pre and post migration stages. This would lead to proper academic and occupational planning and counselling.

THE ADVISORY BOARD

No government or agency should be perceived to have all the answers to any one particular issue. Therefore, it would be logical and most appropriate to establish an Advisory Board to CSEN. The role of the Board would be to advise CSEN on the critical and emerging issues on the assessment, recognition and utilization of skills obtained from outside Canada.

The Advisory Board could be made up of ten members with a broad range of interests and expertise in order to maintain its public credibility. Also, CSEN could draw expertise from occupational groups, structured in the form of sub-committees in carrying out its assessment functions as the need warrants. To achieve this credibility, it is recommended that the Advisory Board which could consist of 10 members be representative of the following organizations:

Labour Services Division (1)
Community Colleges (1)
Manitoba Education and Training (1)
Ministerial Designate (1)
Multicultural Umbrella Group (1)
Professions and Occupations (2)
Universities (1)
Member-at-Large (2)

It is intended that members will be selected on the basis of their knowledge of the problems identified by the Working Group and have some practical experience in dealing with the issues.

Board members will be appointed for a four year term. In the first instance, and to ensure continuity, it is recommended that two members be appointed for a one year term, three for two years, two for three years, and three for four years.

> *We must establish a much more sophisticated system than what currently exists for the proper evaluation of all foreign credits and credentials. (Submission to the Working Group, 1990)*

> *Fair evaluation of foreign qualifications is absolutely vital if Canada and Manitoba, in particular, want to take full advantage of its rich and varied human resources. Perhaps, the place to begin is in the schools, where teachers and pupils need to be re-educated. Our academic institutions have to offer instruction in world history, the importance of Canadian society, foreign investment, the virtues of foreign systems and structures. Respect for foreign cultures breeds respect for foreign qualifications and credentials. (Submission to the Working Group, 1990)*

From the above submissions, all indicators point to the need for the establishment of CSEN, fully mandated to function as identified earlier. The professions and trades need a properly coordinated mechanism to be put in place to address the concerns of foreign credentials recognition.

The proposed CSEN model will incorporate some existing evaluation mechanisms now in place in the various jurisdictions. An organizational structure, for CSEN's administrative purposes, is now presented.

PROPOSED ORGANIZATIONAL STRUCTURE (See Figure 2)

As the diagram of the proposed organization structure indicates, the Credentials and Skills Evaluation Network (CSEN) could include an executive director reporting to the Assistant Deputy Minister of the Citizenship Division of Manitoba Culture, Heritage and Citizenship, three policy analysts and one administrative/clerical support person.

What follows is a general outline of the proposed staff functions:

EXECUTIVE DIRECTOR

Responsible for federal/provincial relations, the day-to-day operation of the Branch, staff training and professional development, keeping senior departmental officials informed of issues as they pertain to government, coordinating assignments and providing direction to policy analysts and clerical staff. Also, the Executive Director will act as the Executive Secretary to the advisory board which will include expertise from the professions, trades, education and institutions (university, community college, etc.) and the community.

POLICY ANALYST (Competency Assessment/Pre-Screening)

Responsible for making preliminary competency assessments and referrals with respect to retraining or writing professional exams.

POLICY ANALYST (Comparative Assessment)

Responsible for comparative assessments (comparing requirements for foreign credentials with what is required in Manitoba and/or Canada) and making recommendations to the executive director with respect to accreditation or gaps in foreign and local requirements.

POLICY ANALYST (Research/Policy Development)

Responsible for research with reference to immigration policy and accreditation, competency and comparative issues, community issues and the identification of training programs in professional and occupational areas of credential evaluation.

ADMINISTRATIVE/CLERICAL SUPPORT

Responsible for the provision of clerical support as required by the Branch. Word processing function could be reduced so that other functions such as reception and record keeping could be undertaken, if analysts have their own word processing equipment.

The proposed organizational structure for CSEN will now be presented.

CREDENTIALS AND SKILLS EVALUATION NETWORK

PROPOSED ORGANIZATIONAL STRUCTURE

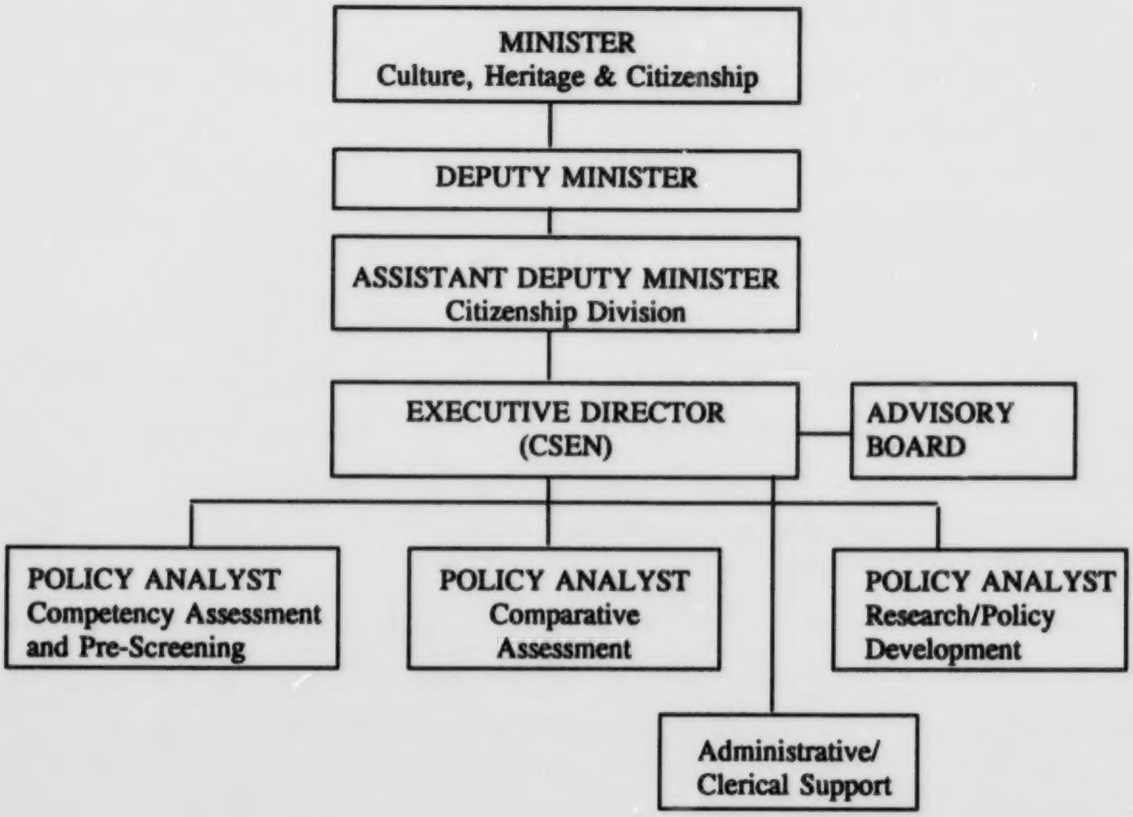
MINISTER
Culture, Heritage & Citizenship
DEPUTY MINISTER
ASSISTANT DEPUTY MINISTER
Citizenship Division
EXECUTIVE DIRECTOR
(CSEN)
ADVISORY
BOARD
POLICY ANALYST
Competency Assessment
and Pre-Screening
POLICY ANALYST
Comparative
Assessment
POLICY ANALYST
Research/Policy
Development
Administrative/
Clerical Support

FIGURE 2

CONCLUSION AND SUMMARY OF RECOMMENDATIONS

In order to address the various issues of immigration as identified in the 1991-1995 Immigration Plan of the Federal Government, and more especially as they relate to professionals making Manitoba their final destination, special attention must be paid to the recommendations in this study. The issue of foreign credential recognition is closely related to immigration, socio-cultural and economic developments. To attract skilled professionals to Manitoba without providing the infrastructure to address the issue of foreign credential recognition would result in a negative investment and a drain on the economy.

This study is not exhaustive of the entire literature and global concerns. Rather, through this study, an attempt has been made to address the issues as stipulated in the mandate of the Working Group. With all the issues discussed and recommendations put forward in this report, Manitoba would be better served in developing cooperative and bilateral mechanisms between provinces in addressing the complex issue of recognition and portability of credentials and skills.

It is anticipated that through this study, the recognition of studies or credentials attained from outside Canada, within this wide framework of mobility, can be addressed beyond the settlement of individual cases. This report, with a set of recommendations to the government of Manitoba, will contribute tremendously in filling the void in foreign credential assessment and in the preparation of new instruments of evaluation which will be better suited to Manitoba's needs. This approach should be the purpose of the action needed to promote the comparability and recognition of studies, diplomas and degrees in Manitoba.

The following section will provide recommendations needed to deal with the issues/barriers as they relate to the recognition of foreign credentials in Manitoba. These recommendations are provided as a result of views, comments and suggestions collected by means of survey and consultations.

RECOMMENDATIONS:

ISSUE: LACK OF A CENTRALLY COORDINATED EVALUATING AGENCY

The absence of a central clearinghouse, fully mandated to be responsible for co-ordinating the agreements between interested stakeholders, and to address the issues related to foreign credential recognition, complicates the problem of employment access to immigrants and other Manitobans with foreign qualifications. If such an agency or branch of government is established it could address the issue of fairness and alleviate the growing concerns of the immigrant professional. The establishment of such a body, agency or branch of government, could provide the much needed environment for integration.

Therefore,

1. ***We recommend the establishment of a "Central Clearinghouse", to be named, "CSEN" (Credentials and Skills Evaluation Network) with a network data base linked internationally, nationally and provincially, and that it be responsible for the assessment of foreign credentials in Manitoba through legislation.***

2. ***We recommend that an "Advisory Board" consisting of community representatives, academic, professional and trade sub-committees be established to provide professional, occupational and academic advice to the proposed CSEN; and that appointments to this board be no larger than 10 at any given time with the Executive Director of CSEN serving as its Executive Secretary.***

3. ***We recommend that CSEN be headed by an Executive Director and that it be established as a branch within the Citizenship Division of the Department of Culture, Heritage and Citizenship, and that a system be put in place whereby the Citizenship Division, the Departments of Education and Training, Labour and the Multiculturalism Secretariat can work closely together in a complementary fashion as members of joint planning and***

policy committees.

4. ***We recommend that the Province of Manitoba initiate negotiations with the federal government and with the other provinces and Territories to develop competency-based skills assessments for immigrant and foreign credential recognition in conjunction with domestic initiatives and standards for the purpose of achieving national competency-based standards.***

5. ***We recommend that the proposed Credentials and Skills Evaluation Network be lodged within the Department of Culture, Heritage and Citizenship and that CSEN through legislation be mandated and recognized as having responsibility and regulatory powers for addressing all issues related to accreditation, as identified in this study, and, in addition, to the review and accreditation of foreign credentials in the Province of Manitoba.***

ISSUE: POOR INFORMATION ON RECOGNITION PROCEDURES

The provision of information and proper advice is a vital component of the recognition process. Prospective immigrants and potential investors to Manitoba should be able to access detailed information on the current occupational requirements in the various jurisdictions. Sufficient information and counselling should be made available to potential and prospective skilled immigrants. Proper information should be an integral component in addressing the problems associated with foreign credential recognition. While it is important to attract skilled immigrants to Manitoba, vital information, prior to immigration should be provided in order that prospective immigrants can make informed choices and decisions about their professions and trades.

Therefore,

6. ***We recommend that the Province of Manitoba establish a mechanism whereby the Credentials and Skills Evaluation Network (CSEN) can play an active role in making***

current information on the accreditation and certification requirements of professions and trades to prospective immigrants outside Canada through Canadian embassies and/or other functionaries and that this mechanism be reviewed and updated every 5 years.

7. ***We recommend that future Manitoba-Canada Immigration policies, as they relate to all professional and occupational groups, and physicians in particular, entering Manitoba, clearly identify the need for prospective immigrants to fully document and identify their professional and occupational designations in order to ameliorate the misconceptions and difficulties which may arise upon entering Manitoba.***

8. ***We recommend that the Credentials and Skills Evaluation Network (CSEN) be established to take corrective measures to improve information and data collection on the professional/occupational status of prospective immigrants.***

9. ***We recommend that the declaration required of immigrants prior to immigration, and those who wish to be registered or licensed in Canada in order to practice their professions or trades, or any other occupation, be strengthened to reflect current Manitoba labour market needs.***

10. ***We recommend that a provincial data base under the auspices of the proposed Credentials and Skills Evaluation Network (CSEN), in conjunction with other provincial data-bases containing vital information on foreign credential accreditation requirements, be established to assist in the evaluation of programs and in the identification of the characteristics of other professional and occupational jurisdictions in Manitoba.***

11. ***We recommend that special emphasis be placed on communicating to immigrants with qualifications from outside Canada that the successful completion of any Professional Evaluation Examination is only one of the accepted minimum conditions for admission to any pre-registration training.***

12. *We recommend that as part of an overall Manitoba-Canada Immigration policy, attention be paid to the skills of foreign trained professionals in order that they can find suitable employment in their designated fields without having to endure protracted periods of hardship.*

ISSUES: (i) ACCREDITATION ROUTES ARE TOO COMPLEX
(ii) CERTIFICATION REQUIREMENTS ARE INCONSISTENT

In evaluating the credentials and experience of immigrants and other Manitobans with foreign qualifications, special attention must be placed on the establishment of vital links with international skills inventory agencies. International and comparative educational systems must be understood to be able to make accurate and non-subjective judgements.

Therefore,

13. *We recommend that CSEN act as a resource mechanism to educational institutions and individuals with foreign credentials in order to facilitate both the assessment process and, where appropriate, the "challenge exam" process.*

14. *We recommend that CSEN provide in-person assessments and counselling to resident immigrants, and that pre-immigration guidelines on academic, occupational and other human resource investments be made available through CSEN.*

15. *We recommend that an appeal mechanism be established to hear cases of CSEN's assessment of both the individual and occupational bodies.*

ISSUE: PRIOR-LEARNING EXPERIENCE DISCOUNTED

When experiences and qualifications from outside Canada are discounted or not *recognized, there should be a logical rationale as to why such a decision has been made. The knowledge and skills acquired through life, work experience and study, which are not formally attested through any traditional educational or professional certification process should not be discounted without due process. Procedures should be developed for assessing learning by experience as a way for securing professional recognition.*

Therefore,

16. *We recommend that as part of an overall government policy in addressing the issue of the accreditation of foreign credentials, greater emphasis be placed on allowing for professional and occupational course credits to be granted on the basis of prior experience, including volunteer work.*

17. *We recommend that the Faculties of Education at the Universities of Manitoba, Winnipeg and Brandon be encouraged to work with immigrant teachers with credentials from outside Canada to ensure that policies on educational admissibility and prior-learning experiences do not discourage entry.*

18. *We recommend that the Faculties of Education be encouraged to establish a special admissions category for immigrants and other new Canadians with education degrees (or other degrees) from outside Canada to enhance their admissibility and acceptance into education degree programs.*

19. *We recommend that a working relationship be established between Manitoba Education and Training and CSEN to upgrade the skills of teachers with foreign teacher education training in order to expedite the necessary process needed to meet the Manitoba certification requirements.*

POLICY, STRATEGIES AND RECOMMENDATIONS

ISSUE: LANGUAGE PROFICIENCY REQUIREMENTS ARE INFLEXIBLE AND COMPLEX. MORE LANGUAGE TRAINING IS NEEDED

Language tests, which are not occupationally sensitive, should either be phased out or revamped to reflect occupational sensitivity. By the same token, the lack of sufficient facility in language proficiency is often a barrier in itself to the individual's ability to integrate.

Therefore,

20. We recommend that the mechanism for the delivery of standardized, structured, co-ordinated ESL programs be strengthened.

21. We recommend that consideration be given to the issue of ESL teacher certification.

22. We recommend that proficiency in one of Canada's two official languages and an acceptable level of clinical skills be part of the pre-conditions toward admission in the medical and health related areas.

23. We recommend that CSEN review the use of language proficiency tests such as TOEFL, MTB, CANTEST, TSE and other language tests with the view to develop/acquire, if appropriate, language proficiency tests which best satisfies the requirements of Manitoban educational institutions, professions and trades, and the linguistic needs of the clients.

ISSUE: INSUFFICIENT RESIDENCY POSITIONS

Our survey indicates that the current number of clerkship and internship positions allocated to the Refugee Doctors Program, though an enlightened step, do not seem to be able to accommodate immigrant physicians who qualify for this program.

Therefore,

24. *We recommend that the current positions for GOFMS (C/PR and Refugees) admission to the Faculty of Medicine be increased taking into account the distribution between the clerkship and internship positions.*

25. *We also recommend that communities identified as under-serviced in terms of the distribution of physicians be encouraged to go into sponsorship agreements with the Standing Committee on Medical Manpower, the Faculty of Medicine and interested GOFMS (C/PR and Refugees) for the sponsoring of clerkship and internship positions for return-in-service commitments.*

26. *We recommend a minimum of two (2) years residency in the Province of Manitoba for all GOFMS, prior to admission to the Faculty of Medicine, at the University of Manitoba.*

ISSUE: DISCRIMINATORY EVALUATION PRACTICES (PERCEIVED OR REAL IN ACADEMIC INSTITUTIONS, PROFESSIONS AND TRADES)

Systemic and individual barriers still exist. In some cases they are more evident. We noted that the lack of proper interpretation of regulatory requirements could eventually have negative impacts.

Therefore,

27. *We recommend that legislation and regulations with respect to entry to professions or occupations with stipulated requirements such as "Canadian Citizenship" be discontinued.*

28. *We recommend that educational institutions employ strategies to encourage participation by students to reflect the demographic and multicultural diversity of the Province of Manitoba.*

29. We recommend that the Program for Refugee Physicians in the Faculty of Medicine, the University of Manitoba, be renamed to reflect the goals and aspirations of the program.

ISSUE: INADEQUATE EVALUATION OF CREDENTIALS/TRANSLATION

Evaluation mechanisms, enhanced by an adequate translation of credentials must reflect an understanding of comparative education systems for the mechanisms to be meaningful. Therefore,

30. We recommend that CSEN develop competency-based skills assessments for foreign credentials recognition in conjunction with provincial standards in order to achieve and promote fair and equitable review mechanisms in the trades and professions.

31. We recommend that the Faculties of Education in all post-secondary institutions in Manitoba, at the request of Manitoba Education and Training Teacher Certification branch, and with the support of school divisions, be encouraged to consider allowing immigrant teachers to practice-teach in local schools while meeting the re-certification requirements.

32. We recommend that there be a provision for applicants with Foreign Law Credentials to appeal decisions by the Joint Committee on Accreditation (JCA), and that such appeals be heard by the Law Society of Manitoba.

ISSUE: FINANCIAL RESOURCES INADEQUATE TO COMPLETE RE-TRAINING

We observed that the need to attain further training places a tremendous financial strain on both the skilled immigrant and the family. This inability to access new training, in most cases, places the individual in a difficult situation. Therefore,

33. ***We recommend that the Law Society of Manitoba and the Law School at the University of Manitoba, study the possibility of allowing foreign law graduates who have been admitted for entry to the Bar Admissions course, to spread their program beyond the current two years in order to ameliorate their financial burden***

34. ***We recommend that access to and eligibility for financial support by way of the Student Loan Assistance Program be reviewed to remove inconsistencies or gaps in coverage and criteria since this will assist up-front costs associated with the recognition processes and skill upgrading.***

ISSUE: EXAMINATIONS, TESTS AND RETRAINING EXPECTATIONS ARE INCONSISTENT

What is the evaluation yardstick used by evaluating agencies concerning the recognition and validation of studies attained from outside Canada? Are the examinations, tests and retraining expectations consistent? These questions are very much to the point. They are of primordial importance since they have direct bearing on individual cases, which evaluating agencies or authorities frequently tend to either use or neglect. We state that evaluations, examinations or tests leading to the recognition of credentials obtained outside Canada have no meaning or value unless the evaluation itself is based on comparison of the "program" of the various stages of education in the same field of study in different countries.

Therefore,

35. ***We recommend that the requirement of foreign law graduates to take the LSAT be reconsidered in order to provide the needed flexibility to address the issue of admissibility for graduates who already hold a law degree.***

36. ***We recommend that the Faculty of Medicine, for admission purposes, consider the possibility of conducting its own clinical skills assessment of patient care and also provide***

the opportunity for oral professional communication capability experience, as part of an expansion of the MCCEE program.

37. *We recommend that CSEN promote methods of skills assessment emphasizing competence and experience rather than just formal degrees, diplomas and certificates.*

ISSUE: TRADES

In order to increase the effectiveness of the Apprenticeship Programme in Manitoba, the federal cost sharing agreement for the purchase of in-school training should be addressed. Under the current structure, the system does not provide the flexibility needed for the Apprenticeship and Training Branch to choose the appropriate in-school training needed for new Canadians. The Apprenticeship and Training programme is industry-driven; and through recent re-organization within the Labour Services Division of the Department of Labour, it has taken the lead role in matters regarding training and certification of apprentices.

Therefore,

38. *We recommend the adoption of common core curricula for each trade through CSEN in the interest of efficiency, control and consistency of standards in facilitating the accreditation of foreign credentials in Manitoba.*

39. *We recommend that deliverers of in-school training be required to follow the core curriculum, as established by the appropriate Trade Advisory Committee in conjunction with CSEN.*

Finally,

40. *We urge all stakeholders and all provinces to lobby the federal government to establish a national clearinghouse to be consistent with current provincial initiatives across Canada in the recognition of foreign credentials.*

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APPENDIX A

CANADA IMMIGRATION PLAN (1991-1995)
(See Table A, page 16 and Table B, page 17)

Demographic and Selection Process: An Overview

BACKGROUND

In its October 1990 Immigration Plan, which covers the years 1991-1995, Employment and Immigration Canada indicates important changes in its immigration planning process. Long term planning, which will replace short term planning, will now be based on consultations with a broad cross section of representatives in each of the provinces.

Immigration to Canada will increase from 200,000 in 1990 to 220,000 in 1991, and to 250,000 for each year between 1992 and 1995. In 1988 there were 161,929 landings in Canada, while in 1989 Canada received roughly 189,000 immigrants. It should be noted that the actual number of landings in Canada in 1988 and 1989 exceeded the planned levels of intake which were 125,000-135,000 and 150,000-160,000 respectively. In 1989 Manitoba received 6,013 immigrants which represents a 20% increase above the 1988 level of 5,009.

An increasing number of provinces are utilizing the opportunity to participate actively in defining their immigration needs. Quebec has an immigration agreement with the federal government with an identification of its immigration needs. Some provinces are preparing to initiate a similar process, while others are considering the possibility.

In its August 1990 report Manitoba's Skills Training Advisory Committee (Manitoba Education and Training) stressed the importance of a skilled labour force in promoting the social and economic well-being of all Manitobans. The recommendations contained in this report have direct implications for Manitoba's immigration needs and strategies. In 1968, 78% of all immigrants to Canada came from industrialized countries, while in 1984 the figure was 32%.

APPENDIX A

Since immigration has become a declining source of skilled workers, the articulation of Manitoba's immigration needs in terms of skilled workers, could assist the Province's economic strategies.

Increasing immigration levels projected over the next five years, maintenance of Federal/Provincial relations with respect to immigration, and the need to develop and implement a provincial immigration strategy, among others, are some of the factors which point towards the need for some changes in the Manitoba Government's mandate in the area of immigration which will enhance programming and yet be cost effective in these times of economic restraint.

It is a reality that the Canadian economy is enormous and complicated. Immigrants and their contribution to the economy has infused new vitality and wealth to the economy. The following data identify the absolute need to address Manitoba's growing cadre of skilled unemployed immigrants.

International immigration patterns to Manitoba is evident in Table 1.

TABLE 1
INTERNATIONAL IMMIGRATION TO CANADA AND THE PROVINCES
Annual Landings
1986-1989*

Provinces	1986	1987	1988	1989*
Newfoundland	274	458	408	461
Prince Edward Island	168	158	153	166
Nova Scotia	1,097	1,227	1,299	1,440
New Brunswick	641	642	679	888
Quebec	19,459	26,822	25,789	33,602
Ontario	49,630	84,807	88,996	103,414
Manitoba	**3,749**	**4,799**	**5,009**	**6,013**
Saskatchewan	1,860	2,119	2,223	2,142
Alberta	9,673	11,975	14,025	15,893
British Columbia	12,552	18,913	23,204	24,930
N.W. Territories/Yukon	116	152	144	196
Not Stated	0	0	0	2
Canada Total	99,219	152,072	161,929	189,147

Source: CEIC Statistical Reports.
*1989 data is based on preliminary figures

APPENDIX A

Between 1986 and based on other projections for 1989 annual landings, there has been a gradual increase in immigration to Manitoba. An increase from 3,749 in 1986 to 6,013 in 1989 was noted for Manitoba.

Table 2 shows the annual landings in Manitoba by source areas and source countries. With the current immigration levels planned for 1991-1995, it is anticipated that a substantial increase will occur beyond the 1989 projected level.

TABLE 2
INTERNATIONAL IMMIGRATION TO MANITOBA
World Areas by Arrival Year
1986 - 1989*

	Year of Arrival			
World Area	1986	1987	1988	1989*
Africa/Middle East	239	279	475	534
Asia/Pacific	1,804	2,484	2,380	2,829
South and Central America	573	704	641	742
United States of America	234	194	189	153
Europe	758	907	1,112	1,569
United Kingdom	141	231	212	186

Source: CEIC Landed Immigrant Data System
*1989 data is based on preliminary figures

In 1986 the top ten source countries in terms of international immigration ranked the Philippines as number one while Vietnam was second. In 1988 the Philippines still ranked number one, while Poland was second. However, projected figures for 1989 still indicate that the Philippines is still the number one source country of immigration to Manitoba. (See Tables 3 and 4 respectively)

APPENDIX A

TABLE 3
INTERNATIONAL IMMIGRATION TO MANITOBA
Top Ten Source Countries

1986	
Philippines	568
Vietnam	400
Poland	390
U.S.A.	234
Hong Kong	216
India	211
El Salvador	163
United Kingdom	141
Kampuchea	131
Ethiopia	91

1987	
Philippines	966
Hong Kong	449
Poland	410
Vietnam	345
India	263
United Kingdom	231
U.S.A.	194
El Salvador	187
Kampuchea	113
Ethiopia	99

1988	
Philippines	821
Poland	476
Hong Kong	409
Vietnam	355
India	266
United Kingdom	212
U.S.A.	189
El Salvador	188
Laos	136
Iran	133

1989*	
Philippines	1,322
Poland	822
Vietnam	405
India	286
Hong Kong	283
Portugal	197
United Kingdom	186
El Salvador	178
U.S.A.	153
Ethiopia	147

Source: CEIC Landed Immigrant Data System
*1989 data based on preliminary figures

TABLE 4
MAJOR SOURCE COUNTRIES OF CANADIAN IMMIGRATION
1946-1967

Rank Order	Source Country	Percentage of Total Immigration
1	Great Britain	25.0%
2	Italy	12.5%
3	Germany (Fed. Rep)	8.0%
4	United States	7.0%
5	The Netherlands	5.0%
6	Poland	3.0%
7	France	2.5%
8	Greece	2.5%
9	Portugal	1.7%
10	Austria	1.6%
11	Hungary	1.6%
12	China	1.4%
	Total	71.8%

Source: Immigration Statistics: Citizenship and Immigration
Manpower and Immigration (cited in Hawkins, 1967)

APPENDIX A

Post-war immigration by country of origin showed changes on immigration policy in 1967. This change has altered the immigration demography completely. Britain, as a leading source country dropped from 87% of the total in 1966 to a base of 51% in late 1970. Table 5 shows the changes by ranking from the top ten source countries in 1989, with Hong Kong, Poland and the Philippines comprising the top three. Table 6 provides a detailed breakdown by designated categories.

TABLE 5
IMMIGRATION TO CANADA
BY COUNTRY OF ORIGIN, 1989

Rank Order	Source Country	Total Immigration	Percentage of Total Immigration
1	Hong Kong	19,981	10.5%
2	Poland	15,940	8.4%
3	Philippines	11,343	6.0%
4	India	8,788	4.6%
5	Vietnam	8,441	4.4%
6	Great Britain	8,198	4.3%
7	Portugal	8,168	4.3%
8	United States	6,881	3.6%
9	Lebanon	6,127	3.2%
10	China	4,333	2.3%
	Total	98,200	51.6%

Top Ten Country Total:	98,200
Total Immigration	190,087

Source: Immigration Statistics: Citizenship and Immigration
Manpower and Immigration (cited in Hawkins, 1967)

TABLE 6
INTERNATIONAL IMMIGRATION TO MANITOBA
Immigration Class
1986-1989

Immigration Class and Categories	Year of Arrival 1986	1987	1988	1989*
Family Class	1,665	2,175	1,653	1,888
Refugees/Designated Class	1,323	1,370	1,622	1,856
Independent Class (All Categories)	761	1,254	1,734	2,269
Independent Class Categories				
Retired	29	19	39	35
Assisted Relatives	99	309	566	1,214
Entrepreneurs	143	138	174	142
Self-Employed	61	76	57	71
Other Independents	429	712	898	807

Source: CEIC Landed Immigrant Data System
*1989 data based on preliminary figures

APPENDIX A

The family class remained the dominant category according to the 1986 and 1989 projected figures. It should be noted that Manitoba, as compared to the rest of Canada, has a higher proportion of conventional refugees and a lower proportion of independent immigrants. The overall implication for the Manitoba government points to overextended support programming in the areas of retraining and re-tooling for professionals in the Dependent Classification. This is even more critical with the reduction of transfer payments to the province by the Federal Government (see Tables 7 and 8 respectively).

TABLE 7
INTERNATIONAL IMMIGRATION TO MANITOBA
Top Five Source Countries of
Convention Refugees and Designated Class Immigrants

1986	
Poland	316
Vietnam	282
El Salvador	150
Kampuchea	131
Ethiopia	88

1987	
Poland	291
Vietnam	265
El Salvador	178
Kampuchea	113
Ethiopia	97

1988	
Poland	378
Vietnam	293
El Salvador	180
Laos	136
Ethiopia	113

1989*	
Poland	679
Vietnam	286
El Salvador	172
Ethiopia	146
Iran	96

Source: CEIC Landed Immigrant Data System
*1989 data based on preliminary figures

APPENDIX A

TABLE 8
INTERNATIONAL IMMIGRATION TO MANITOBA
Immigration Class by World Areas
1986-1989*

Immigration Class within Year of Arrival	Africa/ Middle East	Asia/ Pacific	South and Central America	United States of America	Europe	United Kingdom
1986						
Family Class	58	1,009	217	108	208	65
Refugees/Designated Class	131	495	265		432	
Independent Class	50	300	91	126	118	76
1987						
Family Class	57	1,390	281	119	261	67
Refugees/Designated Class	144	445	328	5	448	
Independent Class	78	649	95	70	198	164
1988						
Family Class	66	962	198	95	272	60
Refugees/Designated Class	274	544	285	1	518	
Independent Class	135	874	158	93	322	152
1989*						
Family Class	64	1,092	265	84	337	46
Refugees/Designated Class	292	503	241	3	817	
Independent Class	178	1,234	236	66	415	140

Source: CEIC Landed Immigrant Data System
*1989 data is based on preliminary figures

While examining Table 9, it should be noted that 47.5% of all principal applicants destined for Manitoba in 1989, consisted of independent class immigrants. For the refugee/designated class, the percentage stood at 56.1% and 66.4% for the family class.

TABLE 9
INTERNATIONAL IMMIGRATION TO MANITOBA
Immigration Class by Family Status
1986-1989*

Immigration within Year of Arrival	Family Status Principal Applicants	Spouses	Dependents
1986			
Family Class	1,172	144	349
Refugees/Designated Class	752	199	372
Retired	19	7	3
Assisted Relatives	73	11	15
Entrepreneurs	41	34	68
Self-Employed	18	16	27
Other Independents	218	85	126
1987			
Family Class	1,477	199	499
Refugees/Designated Class	791	188	391
Retired	9	5	5
Assisted Relatives	144	55	110
Entrepreneurs	44	33	61
Self-Employed	25	15	36
Other Independents	350	164	198
1988			
Family Class	1,117	157	379
Refugees/Designated Class	933	224	465
Retired	24	9	6
Assisted Relatives	212	116	238
Entrepreneurs	49	43	82
Self-Employed	16	13	28
Other Independents	392	204	302
1989*			
Family Class	1,255	136	497
Refugees/Designated Class	1,042	274	540
Retired	16	5	14
Assisted Relatives	485	236	493
Entrepreneurs	35	33	74
Self-Employed	21	16	34
Other Independents	321	185	301

Source: CEIC Landed Immigrant Data System
*1989 data is based on preliminary figures

APPENDIX A

In terms of Canadian language capability of all immigrants to Manitoba between 1986-1989, Table 10 shows that 1,669 immigrants had some language capability. This means the proportion of immigrants without English capability in Manitoba was 53.9% in 1986 and 56.6% in 1989. This also means that more resources will have to be put in place to accommodate this lag both professionally and otherwise. Table 11 provides a breakdown by age between 1986 and 1989 for International Immigration to Manitoba as compared to landings by Top Ten Mother Tongues.

TABLE 10
INTERNATIONAL IMMIGRATION TO MANITOBA
Canadian Language Capability of All Immigrants
1986-1989*

	Year of Arrival			
Canadian Language Capability	1986	1987	1988	1989*
English	1,669	2,125	2,065	2,529
French	16	16	31	19
English/French	44	51	53	58
None	2,020	2,607	2,860	3,403

Source: CEIC Landed Immigrant Data System
*1989 data based on preliminary figures

APPENDIX A

TABLE 11
INTERNATIONAL IMMIGRATION TO MANITOBA
Canadian Language Capability of All Immigrants
Under 15 Years of Age
1986-1989*

Age Group within Year of Arrival	Canadian Language Capability English	French	English/French	None
1986				
0 to 1 Years	8			54
2 to 3 Years	15			74
4 to 5 Years	23			70
6 to 7 Years	24			76
8 to 9 Years	25			79
10 to 11 Years	37			63
12 to 13 Years	66			60
14 to 15 Years	50			59
1987				
0 to 1 Years	10			58
2 to 3 Years	20			102
4 to 5 Years	20		1	91
6 to 7 Years	29			112
8 to 9 Years	23		1	112
10 to 11 Years	37			102
12 to 13 Years	66			116
14 to 15 Years	75			89
1988				
0 to 1 Years	6			76
2 to 3 Years	25	1		120
4 to 5 Years	31			131
6 to 7 Years	32	1	3	119
8 to 9 Years	49		1	122
10 to 11 Years	44			118
12 to 13 Years	54			107
14 to 15 Years	60		1	88
1989*				
0 to 1 Years	9		1	96
2 to 3 Years	32			155
4 to 5 Years	42			190
6 to 7 Years	54			181
8 to 9 Years	59			143
10 to 11 Years	76		1	124
12 to 13 Years	59	1		117
14 to 15 Years	68	1	2	89

Source: CEIC Landed Immigrant Data System
*1989 data is based on preliminary figures

APPENDIX A

Table 12 shows landings by the top 10 mother tongues to Manitoba between 1988 and 1989.

TABLE 12
INTERNATIONAL IMMIGRATION TO MANITOBA
Landings by Top Ten Mother Tongues

1986		1987	
English	601	Tagalog	782
Tagalog	503	English	678
Polish	393	Cantonese	612
Cantonese	332	Polish	411
Spanish	322	Spanish	409
Vietnamese	278	Vietnamese	270
Punjabi	161	Punjabi	227
Other African Languages	133	Other S.E. Asian Languages	189
Khmer	122	Portuguese	143
German	112	German	138

1988		1989*	
Tagalog	724	Tagalog	1,143
English	680	Polish	761
Cantonese	566	English	659
Polish	482	Cantonese	400
Spanish	356	Vietnamese	380
Vietnamese	270	Spanish	349
Punjabi	238	Portuguese	342
Portuguese	219	Punjabi	240
German	181	Other S.E. Asian Languages	193
Other African Languages	142	Other African Languages	185

Source: CEIC Landed Immigrant Data System
*1989 data based on preliminary figures

Tables 13 and 14 show the need for credential and skills recognition. International immigration to Manitoba in relation to educational qualification and years of schooling shows that the proportion of working age immigrants who range in age from 16 to 64 years of age, with educational qualifications at the secondary level or less, has declined from 55.4% in 1987 to 53.4% in 1989. It should also be noted that immigrants declaring to have a bachelor's degree showed an increase from 10.6% to 14.6%. (see Tables 13 and 14 respectively)

APPENDIX A

TABLE 13
INTERNATIONAL IMMIGRATION TO MANITOBA
Educational Qualifications
of Working Age Immigrants (16-64 Years)
1986-1989*

Education Qualifications	Year of Arrival 1986	1987	1988	1989*
None	101	96	140	93
Secondary or Less	1,521	1,945	1,958	2,298
Trade Certificate/Diploma	349	396	464	539
Non-University Certificate/Diploma	143	168	201	299
Some University No Degree	235	288	235	308
Bachelors Degree	293	454	487	629
Some Post-Graduate	32	23	20	26
Masters Degree	68	83	91	68
Doctorate Degree	29	21	23	34

Source: CEIC Landed Immigrant Data System
*1989 data based on preliminary figures

TABLE 14
INTERNATIONAL IMMIGRATION TO MANITOBA
Years of Schooling by Age Groups
of Working Age Immigrants (16-64 Years)
1986-1989*

	Years of Schooling						
Age Groups within Year of Arrival	No Education	1 - 6 Years	7 - 9 Years	10 - 12 Years	13 - 14 Years	15 - 16 Years	More than 16 Years
1986							
16 to 24 Years	10	127	152	362	103	44	7
25 to 34 Years	7	107	116	371	187	181	155
35 to 44 Years	5	25	50	136	55	54	64
45 to 64 Years	79	154	69	88	20	23	20
1987							
16 to 24 Years	9	139	227	457	112	47	9
25 to 34 Years	7	122	144	432	249	234	214
35 to 44 Years	7	59	55	184	95	62	72
45 to 64 Years	73	219	83	96	30	16	23
1988							
16 to 24 Years	27	153	210	486	100	47	6
25 to 34 Years	14	136	134	452	299	221	156
35 to 44 Years	12	62	53	224	108	97	90
45 to 64 Years	88	149	72	121	41	21	40
1989*							
16 to 24 Years	19	150	215	468	113	59	7
25 to 34 Years	9	220	165	683	364	292	199
35 to 44 Years	6	78	65	339	164	124	107
45 to 64 Years	54	111	82	95	39	36	31

Source: CEIC Landed Immigrant Data System
*1989 data is based on preliminary figures

APPENDIX A

Projected Canadian Employment and Immigration data for 1989 identified that the Philippines ranked number one among the Top Ten Source Countries of Selected Workers. Poland ranked number one when comparing data for non-selected workers from the Top Ten Source Countries. (See Tables 15 and 16 respectively)

TABLE 15
INTERNATIONAL IMMIGRATION TO MANITOBA
Top Ten Source Countries of Selected Workers
1989*

Philippines	333
Portugal	61
Hong Kong	53
United Kingdom	43
Azores	28
India	27
Trinidad & Tobago	27
U.S.A.	17
Malaysia, Federal Republic of	13
China, Peoples Republic	12

Source: CEIC Landed Immigrant Data System
*1989 data is preliminary

TABLE 16
INTERNATIONAL IMMIGRATION TO MANITOBA
Top Ten Source Countries of Non-Selected Workers
1989*

Poland	599
Philippines	503
Vietnam, Social Republic of	318
India	168
Ethiopia	134
Hong Kong	111
El Salvador	98
Iran	76
Portugal	73
U.S.A.	73

Source: CEIC Landed Immigrant Data System
*1989 data is preliminary

APPENDIX A

Table 17 provides a breakdown of the Major Occupational Groups by Type of Worker as projected by CEIC in 1989. Also, for analytical interpretation of the data, Tables 18 and 19 should be read concurrently.

TABLE 17
INTERNATIONAL IMMIGRATION TO MANITOBA
Major Occupational Groups by Type of Worker
1989*

Occupational Groups		Type of Worker: Non Selected Workers	Type of Worker: Selected Workers
00	Persons Not Classifiable by Occupation	7	
11	Managerial, Administrative and Related	24	83
21	Natural Sciences, Engineering and Mathematics	89	66
23	Social Sciences and Related	16	10
25	Religion	8	6
27	Teaching and Related	51	16
31	Medicine and Health	88	68
33	Artistic, Literary, Recreational and Related	22	8
37	Sport Recreation	5	2
41	Clerical and Related	186	59
51	Sales Occupations	55	39
61	Services Occupations	102	58
71	Farming, Horticulture and Animal Husbandry	86	13
73	Fishing, Trapping and Related	14	
75	Forestry and Logging Occupations	1	
81	Metal and Mineral Processing Occupations	9	4
82	Food and Wood Processing Occupations	29	4
83	Machining and Related Occupations	74	40
85	Product Fabricating, Assembly and Repair Occupations	347	209
87	Construction Trades Occupations	122	71
91	Transport Equipment Operating Occupations	67	1
93	Material Handling and Related	7	1
95	Other Crafts and Equipment Operating Occupations	11	11
99	New Workers and Dependents	1,721	26

Source: CEIC Landed Immigrant Data System
*1989 data is preliminary

APPENDIX A

TABLE 18
INTERNATIONAL IMMIGRATION TO MANITOBA
Top Twenty Intended Occupations of Selected Workers
1989*

8553146	Seamstress	43
8782110	Bricklayer	39
4111110	Secretary	32
8313154	Machinist, General	25
1171114	Accountant	23
8563114	Sewing Machine Operator	19
6142110	Housekeeper	17
8581110	Motor Vehicle Mechanic	17
8553142	Dressmaker	15
3131130	Nurse, General Duty	14
8581198	Motor Vehicle Mechanic Helper	12
8781110	Carpenter	12
3111166	Physician, General Practice	11
6142130	Domestic Servant	11
1137118	Manager, Sales	9
3156122	Medical-Laboratory Technologist	9
8533110	Electrical Repairman	9
1171162	Auditor	8
6121126	Cook, Specialty Foods	8
8537114	Radio Serviceman	8

Source: CEIC Landed Immigrant Data System
*1989 data is based on preliminary figures

TABLE 19
INTERNATIONAL IMMIGRATION TO MANITOBA
Top Twenty Intended Occupations of Non-Selected Workers
1989*

8563114	Sewing Machine Operator	63
8581110	Motor Vehicle Mechanic	35
7198112	Farm Labourer, General	34
8553146	Seamstress	34
4197130	Office Clerk (Clerical)	33
5137114	Sales Clerk (Store)	30
9919199	Miscellaneous Occupations Not Elsewhere Classified	30
8553142	Dressmaker	28
9175110	Truck Driver, General	28
4111110	Secretary	26
3131130	Nurse, General Duty	24
9918199	Occupations in Labouring	21
8581198	Motor Vehicle Mechanic Helper	20
4131134	Accounting Clerk (Clerical)	19
8733122	Private, Branch, Exchange Repairman	18
8781122	Carpenter Helper	18
7111110	Farmer, General	17
2731110	Elementary School Teacher	16
3135110	Nurse Aid	15
8313154	Machinist, General	15

Source: CEIC Landed Immigrant Data System
*1989 data is based on preliminary figures

APPENDIX A

The following is a breakdown of International Immigration to Manitoba by intended occupations for the top three categories as projected for 1989 by CEIC. (See Table 20 and 21)

TABLE 20
INTERNATIONAL IMMIGRATION TO MANITOBA
Intended Occupations
1989*

Type of Worker	Percentage of Total
Selected Workers	
A. Product Fabricating Assembling and Repairing	26.3%
B. Natural Sciences Engineering and Mathematics	10.5%
C. Construction Trades	8.9%
Non-Selected Workers	
A. Product Fabricating Assembling and Repairing	11.1%
B. Construction Trades	8.3%
C. Clerical and Related	3.3%

Source: CEIC Landed Immigrant Data System
* 1989 data is preliminary

TABLE 21
INTERNATIONAL IMMIGRATION TO MANITOBA
Education Qualifications by Type of Worker
1989*

	Type of Worker	
Educational Qualifications	Non Selected Workers	Selected Workers
None		89
Secondary or Less	1,838	280
Trade Certificate/Diploma	389	118
Non-University Certificate/Diploma	189	79
Some University No Degree	220	58
Bachelors Degree	356	205
Some Post-Graduate	11	11
Masters Degree	29	27
Doctorate Degree	13	16

Source: CEIC Landed Immigrant Data System
*1989 data is preliminary

APPENDIX B

PROFESSIONS AND TRADES REGISTRATION INVENTORY

ACCOUNTANT

CERTIFIED GENERAL ACCOUNTANT IN MANITOBA

MANITOBA	OTHER JURISDICTION/FOREIGN
Manitoba High (Grade 12) School Graduation including the equivalent of 300 or 301 Mathematics	Equivalent of Manitoba Grade 12 Graduation
Successful completion of CGAA academic program (Exemptions may be granted, by course, for courses taken at post-secondary institutions or through other professional accounting associations, in Canada and elsewhere. Challenge exams are available if equivalency in doubt) Canadian Citizenship	Accounting training required for designation
	Recognized professional accounting designation
	Challenge two CGA examinations and take two other CGA courses and related examinations (advanced accounting, auditing, taxation)
Two years' successful experience in relevant practical employment (at least one of which in Canada)	Two years' successful experience in relevant practical employment (at least one of which in Canada)
Good character	
At least 18 years of age	
Membership in Certified General Accountants' Association of Manitoba	

NOTE: The CGA Association gives members exclusive rights to the designation "CGA" certified general accountant. It self-regulates public accounting practice in Manitoba.

APPENDIX B

COMMENTS:

The Certified General Accountants Association of Manitoba is a professional Association of 2000 accountants, and is part of the 40,000 member Certified General Accountants' Association of Canada. Affiliate groups have been formed in the Caribbean and there is CGA representation in more than 16 countries. All certified members have met the Association's requirements of professional competency; are bound to a uniform standard of conduct; and are entitled to use the designation "C.G.A.".

The mission of the Association is to furnish the means and facilities by which its members may increase their lifetime knowledge, skill and proficiency in all things relating to the profession of an accountant, auditor, or financial manager, and to maintain the highest attainable standards of practice consistent with the principle of self-regulation.

In order to perpetuate growth and development, the Association provides a course of studies and prescribed tests of competency and experience to qualify for admission to membership, a comprehensive program of continuing professional education, and promotes the image of the organization both internally and externally.

ADMISSION REQUIREMENTS

1. Students must have secondary school graduation and the equivalent of 300 or 301 Mathematics. Evidence of educational standing must accompany the application for enrollment.
2. If you are a mature student (21 years of age or over), you may be admitted without secondary school graduation. A basic knowledge of algebra is required.
3 In addition, all students must be Canadian citizens or landed immigrants and be residents of Manitoba.

APPENDIX B

EXEMPTIONS

Exemptions may be granted to students who have completed courses at other post-secondary institutions providing the course content and standards are acceptable to the Association. Lists of equivalent courses taught in Manitoba are available from the Association office. A fee of $10 is charged for each exemption.

Students who seek exemptions must submit official transcripts for evaluation. Those who have completed equivalent courses outside of Manitoba should also provide course descriptions or a program syllabus. Work experience is not accepted as a basis for granting exemptions, but may be considered for practical experience purposes. A $25 evaluation fee must be submitted with the evaluation request.

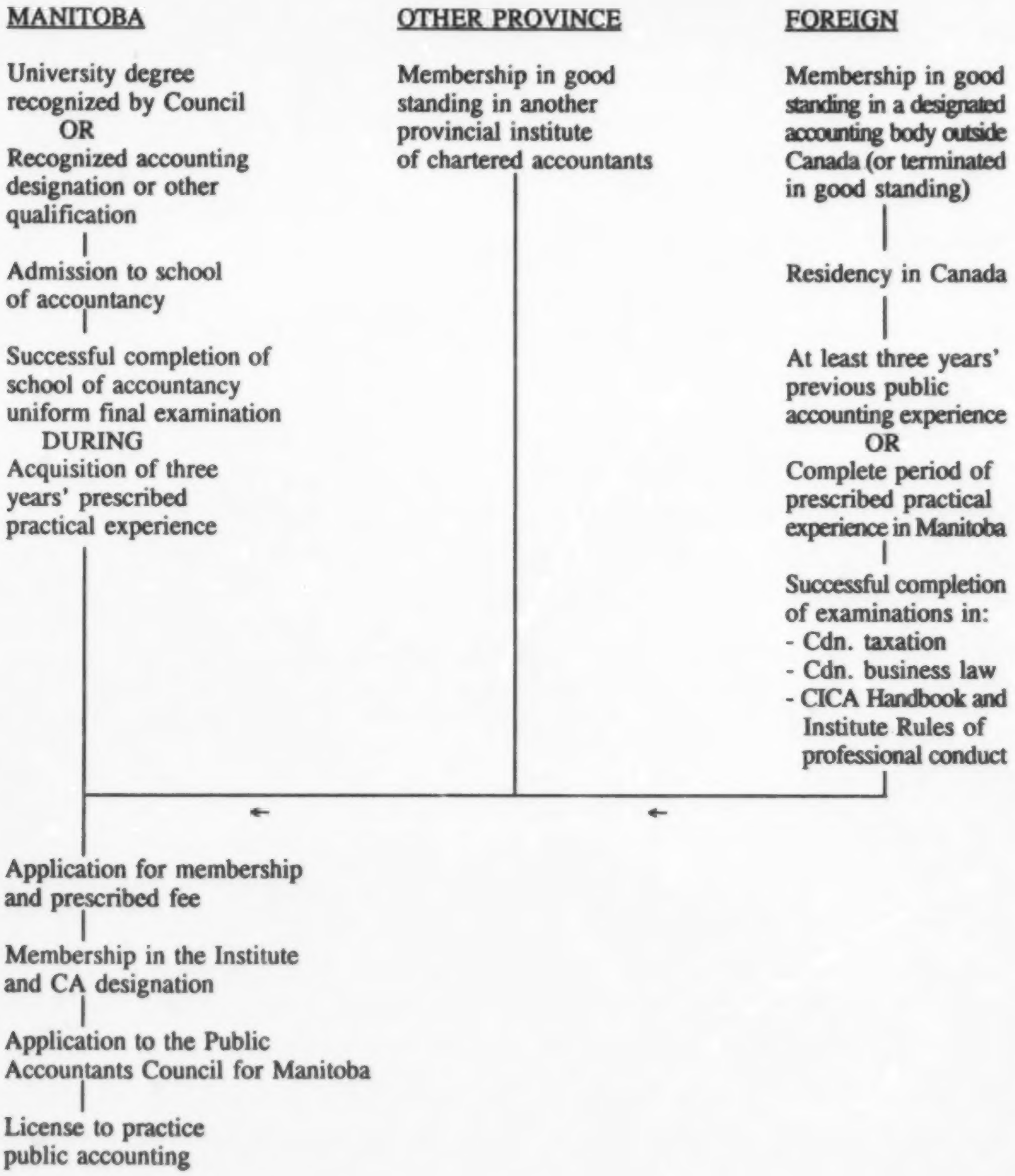
Where doubt exists about course content or standards, a challenge examination may be offered to students based on their previous education. Challenge examinations must be written at the first examination session after the student enrols in the program. A student who fails a challenge examination must enrol in the CGA courses. The fee for a challenge examination is $75.

Professionals with other accounting designations may enrol in a special program designed specifically for them.

Qualified academics may obtain the CGA professional designation by writing the Senior Academic Entrance Examinations for which formal course work is not required. The basic prerequisites are a postgraduate degree and at least five years full-time teaching experience at the university or college level.

APPENDIX B

CHARTERED ACCOUNTANTS



MANITOBA

University degree recognized by Council
OR
Recognized accounting designation or other qualification

Admission to school of accountancy

Successful completion of school of accountancy uniform final examination
DURING
Acquisition of three years' prescribed practical experience

OTHER PROVINCE

Membership in good standing in another provincial institute of chartered accountants

FOREIGN

Membership in good standing in a designated accounting body outside Canada (or terminated in good standing)

Residency in Canada

At least three years' previous public accounting experience
OR
Complete period of prescribed practical experience in Manitoba

Successful completion of examinations in:
- Cdn. taxation
- Cdn. business law
- CICA Handbook and Institute Rules of professional conduct

Application for membership and prescribed fee

Membership in the Institute and CA designation

Application to the Public Accountants Council for Manitoba

License to practice public accounting

APPENDIX B

AGROLOGIST

In Manitoba, an applicant must be a member of the Manitoba Institute of Agrologists in order to obtain accreditation.

REGISTERING BODY

Manitoba Institute of Agrologists

MEMBERSHIP

The following persons may be entitled to membership:

1. A person with a bachelors degree in agriculture from a recognized university.
2. A graduate with a bachelors degree allied to agriculture from an accredited university recognized by the Senate (U of M); who, by means of an examination or otherwise is deemed qualified by the institute to practise agrology.
3. A resident of Manitoba, who by means of examinations or otherwise satisfies the institute that the necessary qualifications have been met. The Council may refuse membership to any applicant whom the Council considers to have inadequate training or is of questionable character.

AGROLOGIST-IN-TRAINING

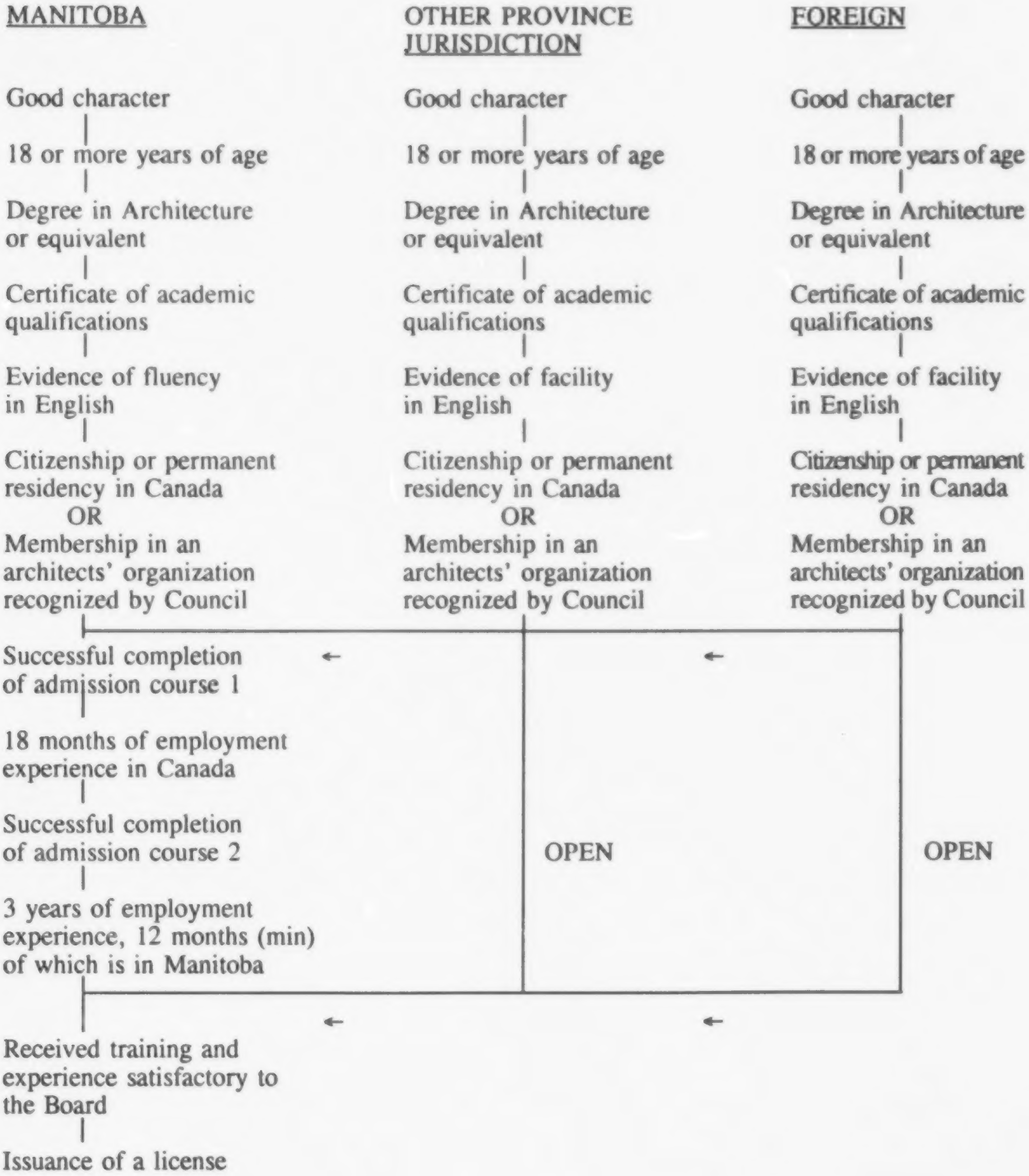
The Agrologist-in-Training program was instituted in January 1983. The program provides an opportunity for individuals making their initial membership application to become familiar with the organization and to understand the responsibilities, duties and conduct of being an agrologist and to develop an understanding of the organization and activities of MIA and its branches.

After an application has been accepted, a sponsor (who may be an Agrologist with whom the applicant is acquainted or employed) initiates the training program as outlined. The AIT receives an information kit and after one year, is expected to prepare and submit a paper to the sponsor regarding the profession.

Upon successful completion of the AIT program, the candidate is given full membership status.

APPENDIX B

ARCHITECT



MANITOBA	OTHER PROVINCE JURISDICTION	FOREIGN
Good character	Good character	Good character
18 or more years of age	18 or more years of age	18 or more years of age
Degree in Architecture or equivalent	Degree in Architecture or equivalent	Degree in Architecture or equivalent
Certificate of academic qualifications	Certificate of academic qualifications	Certificate of academic qualifications
Evidence of fluency in English	Evidence of facility in English	Evidence of facility in English
Citizenship or permanent residency in Canada OR Membership in an architects' organization recognized by Council	Citizenship or permanent residency in Canada OR Membership in an architects' organization recognized by Council	Citizenship or permanent residency in Canada OR Membership in an architects' organization recognized by Council
Successful completion of admission course 1	OPEN	OPEN
18 months of employment experience in Canada		
Successful completion of admission course 2		
3 years of employment experience, 12 months (min) of which is in Manitoba		
Received training and experience satisfactory to the Board		
Issuance of a license		

APPENDIX B

The Working Group was advised that in the case of foreign architects, the only area where the requirements may differ from the prescribed national requirements, is with regard to the experience that might be required. Each candidate is dealt with on an individual basis, as consideration will be given to past or prior experience if evidence of same can be provided (i.e. a letter from the employer which confirms the period of employment and generally outlines the type of experience gained).

However, it should be noted that it is the policy of the Manitoba Association of Architects that a minimum of one year's experience be gained within the province under the direct supervision of a registered member and that the work experience be logged in the Canadian Experience Record Book. Similarly, eligibility for licensing following a specified period of time would depend on the type of experience the candidate was able to gain during that time. As part of regulatory safety requirements, and in the interests of the public, the Association requires that 12 months of Manitoban experience be attained. This would provide enough exposure for candidates to have a working knowledge of conditions, practices, local building codes and regulations and by-laws in Manitoba.

REGISTRATION EXAMINATIONS

Registration examinations were instituted as a requirement for registered membership in the Manitoba Association of Architects, effective 1988.

In March of 1988, Council adopted the following policies:

1. An individual who has graduated on or before December 31, 1987 with a degree in architecture and who has fulfilled all other requirements and applies for registered membership in the MAA by December 31, 1990, shall be exempt from the requirement of registration examinations.

   Any individual not registered by the year 1990 will be required to write examinations for registered membership.

2. Eighteen (18) months of accredited work experience (under the supervision of a registered architect) will be prerequisite for candidates to qualify for writing the registration examinations.
3. Individuals who have or do resign from registered membership or who have been or are struck from the register of the MAA, will be required to write examinations to regain registration.
4. An individual that is required to write examinations for registration and wishes to appeal, may do so to the Registration Board. The Registration Board will consider the appeal and make recommendation to Council. The Registration Board will have discretionary power in recommending whether or not an exemption from the registration examinations should be granted.

   Amongst other particulars, the Board will give consideration to the past experience of the appellant and the length of time the appellant has been out of practice.

MEMBERS OF OTHER PROVINCIAL ASSOCIATIONS

In the interest of ongoing reciprocity negotiations, and the understanding that all provincial associations excepting Quebec are working towards implementation of the national registration examination system within the next few years, applicants who are registered members of another provincial association will be exempt from the requirement of registration examinations at the present time.

Within the last two years, reciprocity negotiations by the provincial associations in Canada have made considerable headway. Although no provincial association in Canada has reciprocity with all other provinces, Manitoba has signed with 7 of the 9 other provincial associations and no other province enjoys that many. Although the provincial associations are collectively in discussions and reciprocity negotiations with the United States, we encourage the Manitoba Association of Architects to explore the possibility of bilateral reciprocal agreements with other countries.

APPENDIX B

COMMENTS

The procedures outlined are clear and follow a methodological approach. However, we encourage the association to explore the possibility of more bilateral reciprocal agreements with other countries.

AIR TRAFFIC CONTROLLER/RADIO OPERATOR

A Public Service examination and interview is required to be an Air Traffic Controller or Radio Operator.

EXAMINING OFFICE

Transport Canada, Personnel
Licensing Standards (AARCAB)
Ottawa, Ontario

PROCEDURES FOR CERTIFICATION

Applicants must be proficient in the two official languages and must have completed the equivalent of Grade 12 by Canadian standards. A Public Service application which is available at Transport Canada must be submitted to the Personnel Licensing Office of Transport Canada. If the applicant passes with at least 79% mark, an interview is arranged. Those who pass the interview are placed by ranking from highest to lowest in a register which is used for filling vacancies in Transport Canada. Referral from the register starts from the highest on the list.

However, the onus is on the applicant to substantiate working experience. Also, translation of foreign credentials is the responsibility of the applicant. A credits-granting system is well defined for all applicants in the Personnel Licensing Handbook. Certain credits are allowed for licenses held by members of ICAO contracting states. A thorough verification of the pilot's logbook is also conducted.

APPENDIX B

CHILD CARE WORKER

A certificate of classification as a child care worker is required to work in a day care centre. Applicants may commence working while waiting to be classified. However, the ultimate classification is dependent on the final review.

CERTIFYING OFFICE

Child Day Care
Manitoba Family Services
Winnipeg, Manitoba

PROCEDURES FOR CLASSIFICATION

Applicants must submit an application form for classification as a child care worker based on child care training completed. The sole basis of classification is training focused.

Applicants from outside Canada should submit credentials for an assessment of the equivalency of their training. Education credentials are assessed by the University of Manitoba, Manitoba Education and Training or Red River Community College. Length of response time varies from 3-4 months.

Classification ranges from:

Child Care Worker I
Child Care Worker II
Child Care Worker III

Educational requirements start from completion of high school to completion of certificate, diploma or degree with courses required by the level of child care requirements.

APPENDIX B

COMMENTS

The level of experience and skills of foreign applicants should be assessed by staff of a Centrally Coordinated Agency as already examined by the Working Group.

There has to be an extensive advertising campaign through the various ethnic media so as to publicize the requirements for new Canadians with foreign credentials.

APPENDIX B

CHIROPRACTORS

A Chiropractor from any recognized chiropractic college can practice in Manitoba subject to the rules and regulations under the Chiropractic Act.

REGISTERING BODY

Manitoba Chiropractor's Association

REGISTRATION PROCEDURES

Subject to the provisions of the Act any person who furnishes evidence satisfactory to the licensing committee that he/she:

1. is a graduate of a chiropractic college which is accredited by the Council on Chiropractic Education (Canada) or approved by the board;
2. is of good moral character, is mentally and physically competent;
3. has passed the Canadian Board examinations, as prescribed from time to time by the National Examining Board, and the Manitoba Board examinations, as prescribed under subsection (6);
4. is reasonably fluent in English or French;
5. is authorized by the board to use x-ray.

Those who have practised as a Chiropractor for 2-3 years as a Licensed Chiropractor outside Canada may apply with the Canadian Board to take the examination. The Licensing Committee evaluates the qualifications to determine whether the applicant will be allowed to take the examination. Upon passing the Canadian Board, the applicant may apply with the Manitoba Board for the local examination.

CHIROPRACTOR - Continued

MANITOBA

Completion of a course of instruction in a training school in Manitoba that conducts a course in chiropractic as stipulated

Good moral character

OTHER JURISDICTION/FOREIGN

Completion of a course of instruction in a training school that conducts a course in chiropractic as stipulated and is accredited by the Accreditation Commission of the Council on Chiropractic Education

Good moral character

←

Application for examination, letters of character, certificate from head of teaching staff, and examination fee

Successful completion of Board examinations

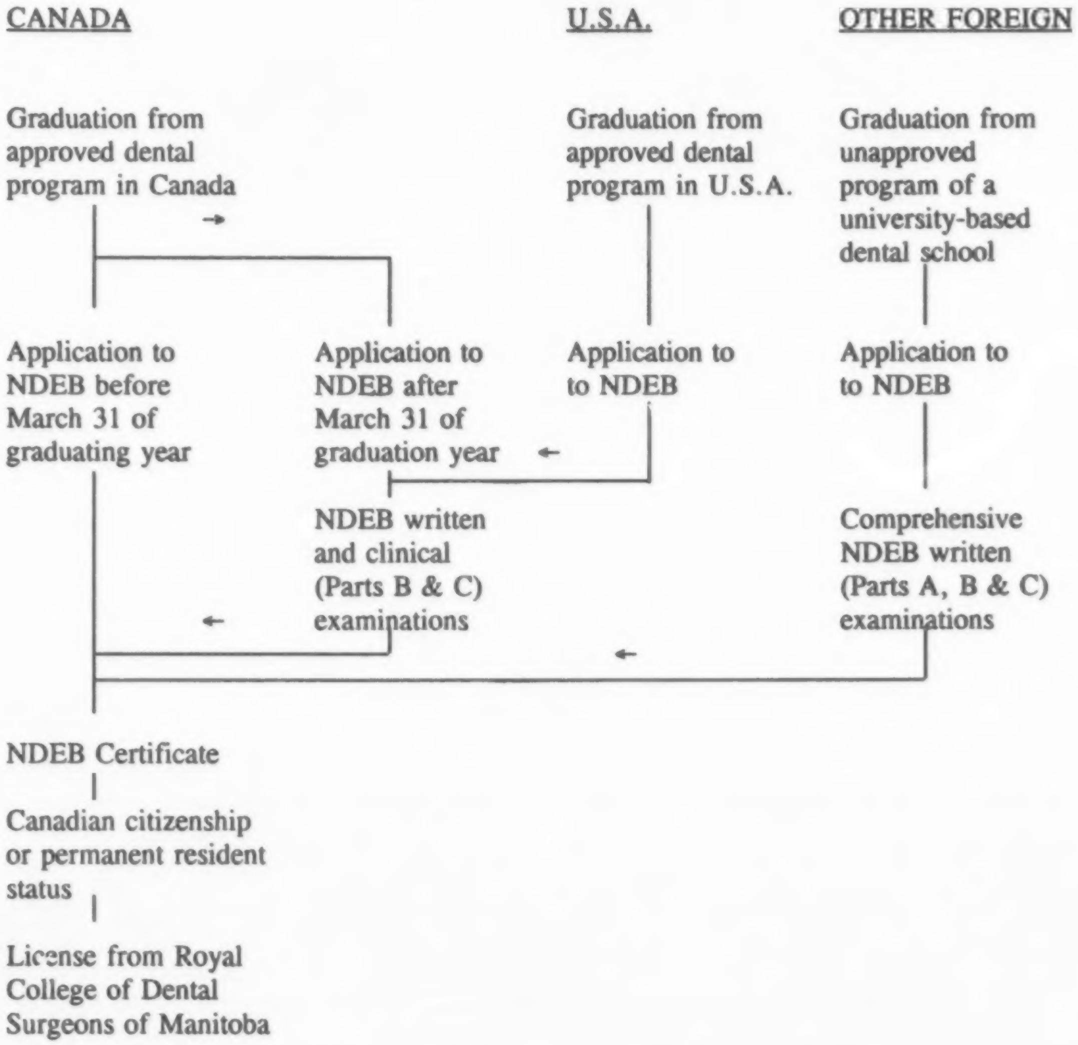
At least 18 years of age

Payment of registration fee

Registration as a chiropractor

APPENDIX B

DENTIST


CANADA
U.S.A.
OTHER FOREIGN
Graduation from approved dental program in Canada
Graduation from approved dental program in U.S.A.
Graduation from unapproved program of a university-based dental school
Application to NDEB before March 31 of graduating year
Application to NDEB after March 31 of graduation year
Application to to NDEB
Application to to NDEB
NDEB written and clinical (Parts B & C) examinations
Comprehensive NDEB written (Parts A, B & C) examinations
NDEB Certificate
Canadian citizenship or permanent resident status
License from Royal College of Dental Surgeons of Manitoba

NDEB - National Dental Examining Board

To practice dentistry in Canada, a candidate must obtain the National Dental Examining Board (NDEB) certificate which is recognized by all provinces.

APPENDIX B

CERTIFYING BODY

The National Dental Examining Board of Canada
The Manitoba Dental Association

PROCEDURES FOR CERTIFICATION

To obtain the National Dental Examination Board (NDEB) certificate, a candidate must be successful in the comprehensive examination. The comprehensive examination consists of a written exam followed by three clinical examinations to be taken consecutively and in order (all exams may be taken in english or in french).

Applicants must be a graduate of a University School with a dental program and have a good knowledge of english or french. A completed application form together with the necessary documents and fees must be submitted.

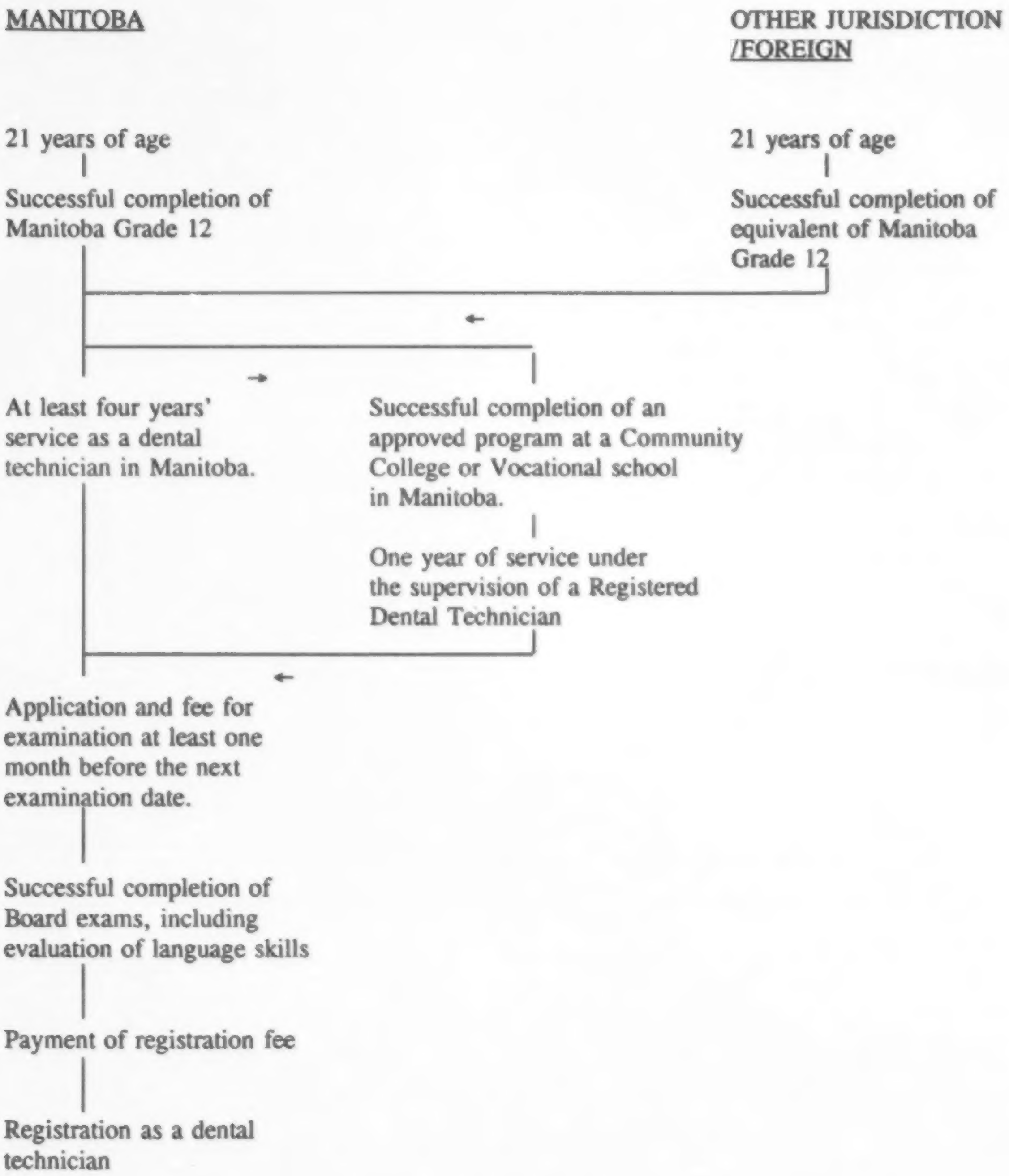
In making an application, the applicant authorizes the Board to verify the information contained in the application or to seek further information pertinent to the applicant's qualifications.

According to NDEB By-Laws, a maximum of six years may elapse between the successful completion of the written examination and the successful completion of the clinical examination, after which all results are void. Candidates whose results have been so rendered void may repeat the comprehensive examination. There is also an appeal mechanism for candidates who fail examinations.

Frequently graduates from dental schools outside North America are asked to take courses from a Canadian University to complete requirements for examination. If an applicant enrols in a dental undergraduate program in Canada, he/she becomes ineligible for NDEB examinations.

APPENDIX B

DENTAL TECHNICIAN



MANITOBA

OTHER JURISDICTION /FOREIGN

21 years of age

Successful completion of Manitoba Grade 12

21 years of age

Successful completion of equivalent of Manitoba Grade 12

At least four years' service as a dental technician in Manitoba.

Successful completion of an approved program at a Community College or Vocational school in Manitoba.

One year of service under the supervision of a Registered Dental Technician

Application and fee for examination at least one month before the next examination date.

Successful completion of Board exams, including evaluation of language skills

Payment of registration fee

Registration as a dental technician

APPENDIX B

DENTURE THERAPIST

MANITOBA	OTHER PROVINCE	OTHER JURISDICTION/FOREIGN
Diploma in denture therapy from Red River Community College	Successful completion of an equivalent denture therapy program outside Manitoba	Successful completion of an equivalent denture therapy program outside Manitoba

Successful completion of any exams set or approved by the Board, with payment of fee

Canadian citizenship or immigrant or employment visa

Reasonable fluency in English or French

No finding of (or current proceedings involving allegations of misconduct, etc.)

Payment of licensing and registration fees

Registration as a denture therapist

DIETICIAN

All applicants must be registered with the Manitoba Association of Registered Dieticians to be able to work as a Professional Dietician.

REGISTERING BODY

Manitoba Association of Registered Dieticians

PROCEDURES FOR REGISTRATION

The Manitoba Association of Registered Dieticians encourages applicants to write a letter requesting assessment of qualifications for purposes of registration. The letter must be accompanied by documentation, including courses taken, grades in such courses, diplomas or degrees and experience as a dietician, including information as to when, where and duration of the experience.

The National Board will send a reply as to whether the application has been accepted or not. If accepted, a registration fee is applied. After qualifying with the National Board, an applicant will then have to apply for registration with the provincial body, which usually accepts the decision of the national body.

If the application is rejected, the national body writes the applicant regarding the required academic upgrading from a university, and the updating of work skills in a hospital setting. The national body arranges for internships in hospitals for updating purposes. After upgrading an applicant may be asked to write an exam. Exam fees change from time to time and the national body will notify the applicant as to the required fee.

APPENDIX B

ENGINEER (CHEMICAL, CIVIL, ELECTRICAL AND MECHANICAL)

To practice engineering in Manitoba, one must be accredited with the Association of Professional Engineers of Manitoba.

REGULATING BODY

Association of Professional Engineers of the Province of Manitoba

PROCEDURES FOR LICENSURE

Persons who do not hold a degree or diploma in engineering or applied science from a program in Canada accredited by the Canadian Accreditation Board, or from a program in the U.S.A. accredited by the Accreditation Board for Engineering and Technology (A.B.E.T.) are required to apply for an assessment of academic credentials.

The Board of Examiners examines academic credentials and compares them with the current CCPE Syllabus of Examinations and contemporary programs at the University of Manitoba.

The board may require:

1. written confirmatory examinations to confirm academic status, or
2. assign an examination program where deficiencies are apparent.

All relevant documents concerning all degrees or diplomas (notarized translations of all documents not in English) should be supplied. Applicants must submit a copy of their degree, a transcript of their marks, and a syllabus of course outline. An applicant may be required to take university courses to complete requirements.

After passing the national certifying process, the applicant must write the Manitoba exams. A Manitoba graduate has to serve a 2-year apprenticeship, before writing the Manitoba exams. An out of province engineer must complete a 1-year apprenticeship in North America regardless of previous experience. A foreign-trained engineer may have to serve one or two years, at the judgement of the association. All accredited engineers in Manitoba have to write the Manitoba exam.

APPENDIX B

ENGINEERING TECHNICIAN & TECHNOLOGIST

CERTIFYING BODY

Manitoba Society of Certified Engineering Technicians & Technologists (MANSCETT)

REQUIREMENTS FOR MEMBERSHIP

For 1989 registration, two years experience at a level commensurate with academic standing is required. A graduate technologist will not receive maximum credits for years in a non-technical position.

Technicians must have the equivalent of 120 subject credits and technologists must have the equivalent of 210 subject credits in their academic training.

LEVELS OF CERTIFICATION IN MANSCETT

In general, applicants must have a minimum of two years practical engineering experience satisfactory to the Certification Board, and basic academic qualifications as listed below.

Associate Membership may be attained if an applicant qualifies academically but is without the necessary experience, or does not meet the minimum academic requirements but has acquired extensive relevant experience.

ENGINEERING TECHNICIAN

120 subject credits in accordance with the Canadian Council of Engineering Technicians and Technologists syllabi prior to certification, or possession of an approved diploma in a MANSCETT accredited engineering technician program.

APPENDIX B

ENGINEERING TECHNOLOGIST

210 subject credits in accordance with the Canadian Council of Engineering Technicians and Technologists syllabi prior to certification, or possession of an approved diploma in MANSCETT accredited engineering technology program.

UPGRADING

Upgrading is possible by following the Syllabus of Examinations adopted by the constituent members of the Canadian Council of Engineering Technicians and Technologists.

WHAT ARE THE MAIN FIELDS OF EMPLOYMENT?

Certified Engineering Technicians and Technologists are found in all of the following fields of employment and are employed in over 200 companies in the Province of Manitoba.

- Planning and Design
- Construction and Installation
- Production and Operation
- Research and Development
- Teaching and Training
- Technical Marketing
- Administration and Management

LABORATORY TECHNOLOGIST (Medical)

Anyone who wishes to be a practising Medical Laboratory Technologist has to be certified. Those who have training and experience from outside Canada are sometimes allowed to work under the supervision of certified Laboratory Technologists but are not considered fully qualified until they pass the requirements.

REGULATING BODY

Canadian Society of Laboratory Technologists (CSLT)

PROCEDURES FOR REGISTRATION

The Canadian Society of Laboratory Technologists evaluates the experience and education of those who desire to be certified to this field. The following should be sent to the Society:

1. all education documents
2. a letter of explanation
3. a request for evaluation and reciprocity with CSLT & RT (Canadian Society of Laboratory Technologists & Registered Technologists).

Usually the applicant is required to take a refresher course which is available at the Red River Community College. Upon successful completion of the refresher the applicant is eligible to take the examination for Medical Laboratory Technologist.

A challenge examination may be taken to validate a course taken outside Canada. If the applicant passes the challenge examination, he/she is exempted from taking the full course and takes refresher courses only for those areas which he/she did not pass.

APPENDIX B

COMMENTS

The CSLT evaluates all prior educational and work experience of foreign-trained medical laboratory technologists for equivalency to Canadian standards. Our findings show that this evaluation is only to verify if the applicant is qualified to write the CSLT exams. All the CSLT does is to recommend ways to become certified.

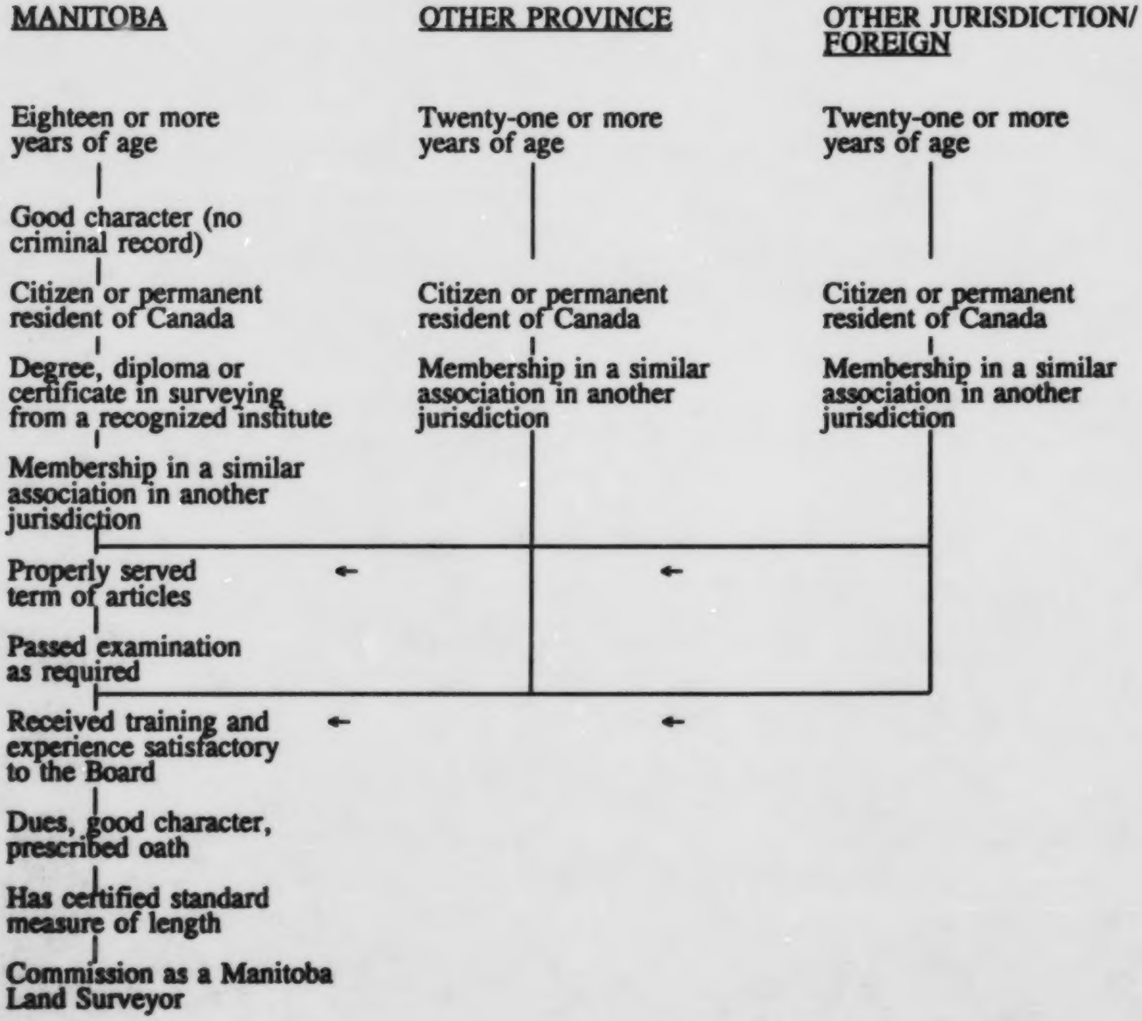
APPENDIX B

LAND SURVEYOR

A Certificate of Completion is required for Commission as a Manitoba Land Surveyor.

REGULATING BODY

1. The Registrar, Western Canadian Board of Examiners for Surveyors
2. The Association of Manitoba Land Surveyors


MANITOBA
OTHER PROVINCE
OTHER JURISDICTION/ FOREIGN
Eighteen or more years of age
Good character (no criminal record)
Citizen or permanent resident of Canada
Degree, diploma or certificate in surveying from a recognized institute
Membership in a similar association in another jurisdiction
Properly served term of articles
Passed examination as required
Received training and experience satisfactory to the Board
Dues, good character, prescribed oath
Has certified standard measure of length
Commission as a Manitoba Land Surveyor
Twenty-one or more years of age
Citizen or permanent resident of Canada
Membership in a similar association in another jurisdiction
Twenty-one or more years of age
Citizen or permanent resident of Canada
Membership in a similar association in another jurisdiction

APPENDIX B

REQUIREMENTS FOR OBTAINING A COMMISSION AS A MANITOBA LAND SURVEYOR

The basic requirements for obtaining a Commission as a Manitoba Land Surveyor are as follows:

1. The individual must be eighteen years of age or older and of good character (that is, no criminal record).
2. The individual must be a Canadian citizen.
3. A degree, diploma or certificate in surveying from a recognized university, college or technical institution is mandatory.
4. The individual must obtain a "Certificate of Completion" from the Western Canadian Board of Examiners. (see below)
5. The individual must serve a period of articleship under a registered Manitoba Land Surveyor. The length of articleship is based on the candidate's education background. The normal articleship period for a candidate with a "Certificate of Completion" from the Western Canadian Board of Examiners is two years.
6. The individual must complete the professional practice examinations of this Association.
7. The individual must complete any additional requirements as may be established by the Board of Examiners of this Association. These requirements are usually a practical project involving a subdivision of land and a technical report to be submitted prior to admission to write the professional practice examinations.

The academic examinations of Schedules II and III are set for this Association by the "Western Canadian Board of Examiners" (W.C.B.E.), and are common examinations in all the four western provinces for all persons seeking a land surveyors commission. Individuals who have completed or received credit for Western Board examinations are given a "Certificate of Completion" by that Board. An individual cannot become a commissioned land surveyor in any of the four western provinces without this certificate.

APPENDIX B

LAWYER

To practice Law in Canada, an applicant must have been admitted to the Bar.

REGULATING BODY

The Law Society of Manitoba

PROCEDURES FOR ADMISSION

Persons presenting academic and professional credentials established outside Canada are regarded as applicants for entry to the Bar Association Course of the society rather than as candidates for direct admission to practice as solicitors and barristers. There are two components of the Bar Admission Course: service under articles of clerkship for at least eleven and one half months and attendance one day each week or more as required from August through June at classes conducted by the Society. Applicant should make arrangements to secure an articling position.

All applicants must forward credentials for assessment to:

Joint Committee on Foreign Accreditation
Faculty of Law, Common Law Section
University of Ottawa
Ottawa, Ontario
K7N 6N5

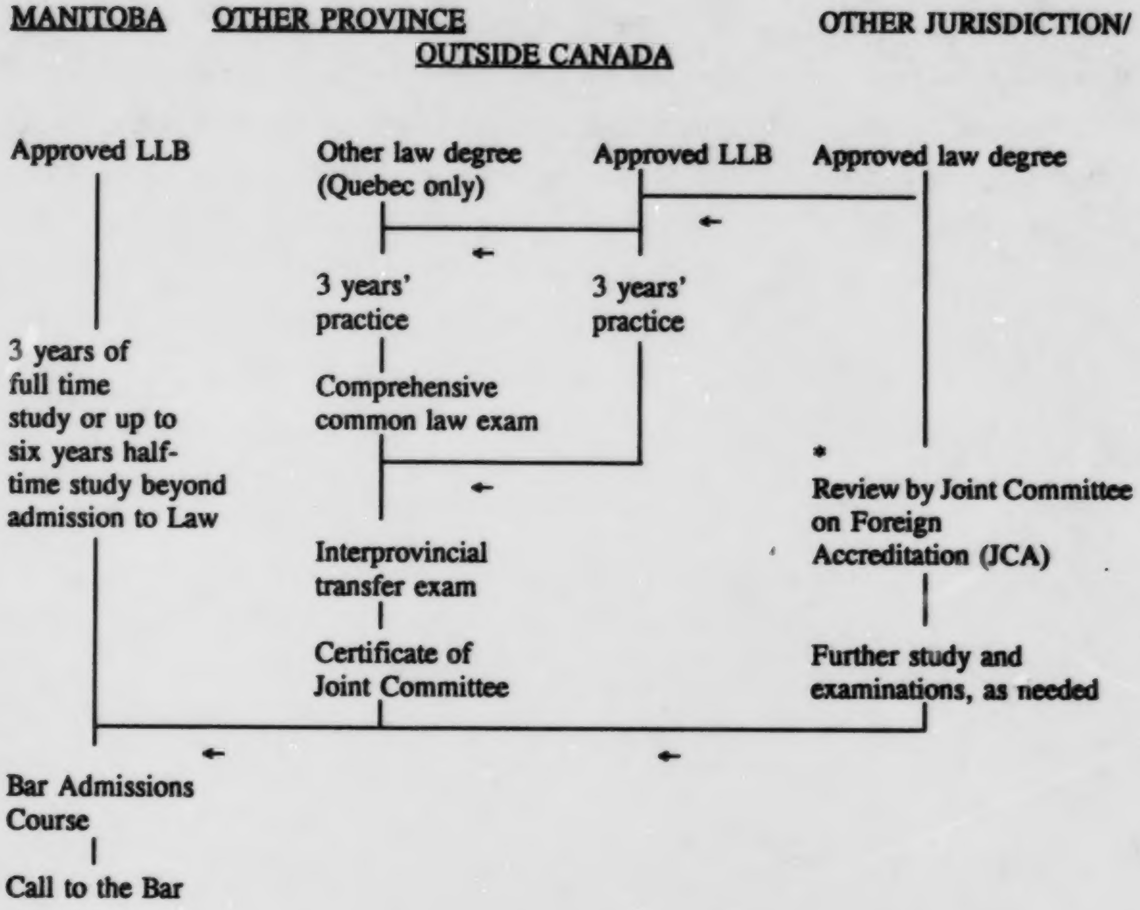
All applicants are advised to apply for admission to a law school of their choice immediately as most evaluations recommend that the applicant attend a Canadian Law School for further study.

ASSESSMENT FEE

$325.00 (non-refundable)

APPENDIX B

LAWYER


MANITOBA
OTHER PROVINCE
OTHER JURISDICTION/ OUTSIDE CANADA
Approved LLB
3 years of full time study or up to six years half-time study beyond admission to Law
Other law degree (Quebec only)
3 years' practice
Comprehensive common law exam
Approved LLB
3 years' practice
Interprovincial transfer exam
Certificate of Joint Committee
Approved law degree
*
Review by Joint Committee on Foreign Accreditation (JCA)
Further study and examinations, as needed
Bar Admissions Course
Call to the Bar

* INFORMATION OF THE JOINT COMMITTEE ON ACCREDITATION (JCA)

The Joint Committee of Accreditation was established by the Federation of Law Societies of Canada and the Committee of Canadian Law Deans. The function of this Committee is to examine the training and experience of persons with foreign credentials with a view to providing interested law societies, law schools or foreign applicants themselves with an evaluation of their qualifications.

APPENDIX B

The Committee makes various sorts of evaluations. It may recommend that the applicant not be granted any advanced standing. It may recommend that the applicant needs two years or (in some cases) one further year of training in a Canadian law school. It may recommend that the applicant only write examinations in a few areas where he or she is seen to be deficient.

Since most evaluations recommend that the applicant attend a Canadian law school for further study, applicants are advised to make application for admission to a law school of their choice and to do so immediately.

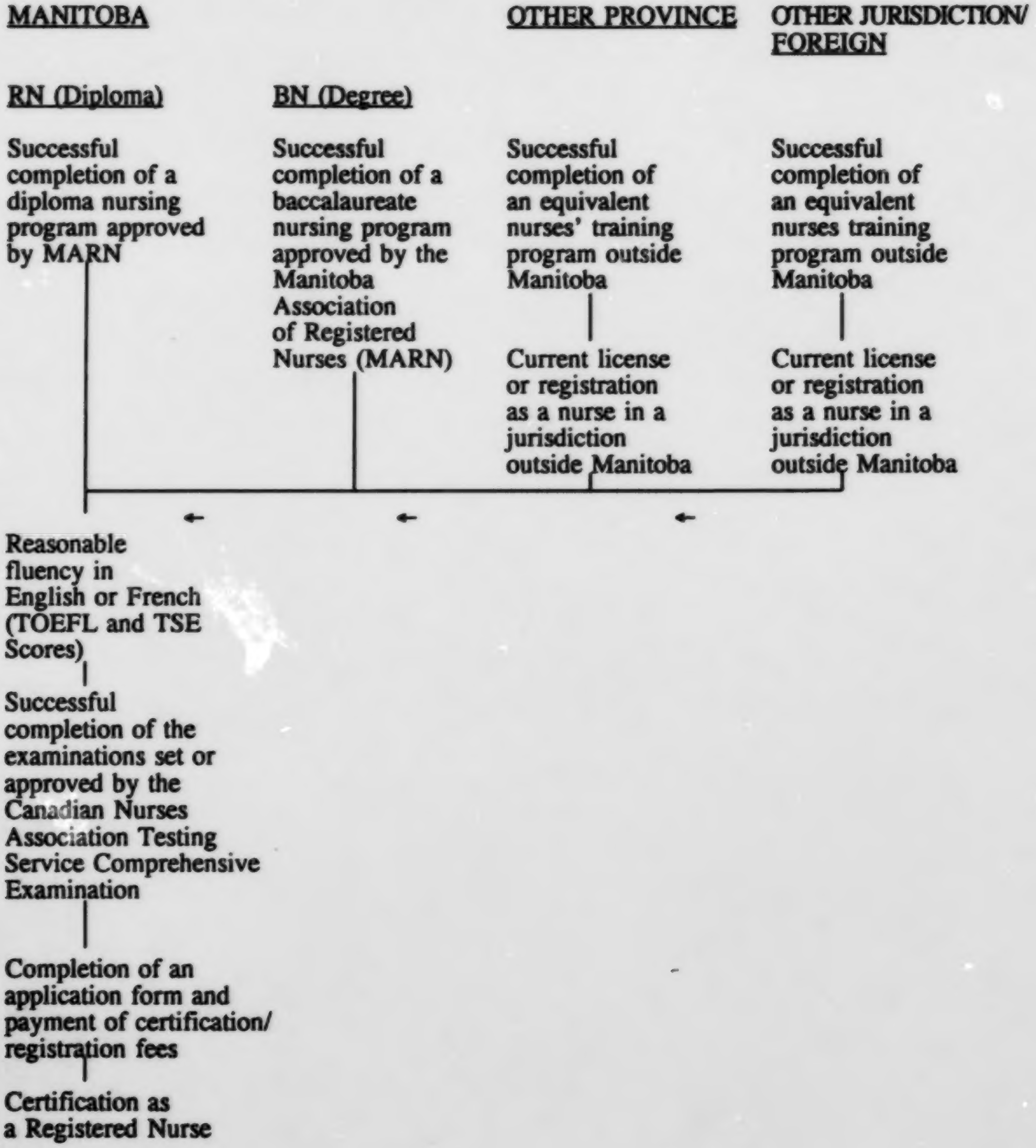
APPENDIX B

MUSIC TEACHER

In order to be registered as a member of the Manitoba Registered Music Teachers' Association, a music teacher must meet one or more of the following requirements:

1. Hold a music degree or diploma, which includes pedagogy, equivalent to that of the Associate or Licentiate grade issued by a recognized University or School of Music.
2. Be a teacher with ten years experience who has prepared a successful candidate for the above degree or diploma (subject to approval by MRMTA Executive).
3. Be a musician of international repute (subject to approval by majority of membership).
4. Be an accredited member of the Canadian Federation of Registered Music Teachers' Association.
5. Proof of teaching experience.

NURSE (BACHELOR OF NURSING AND REGISTERED NURSE)

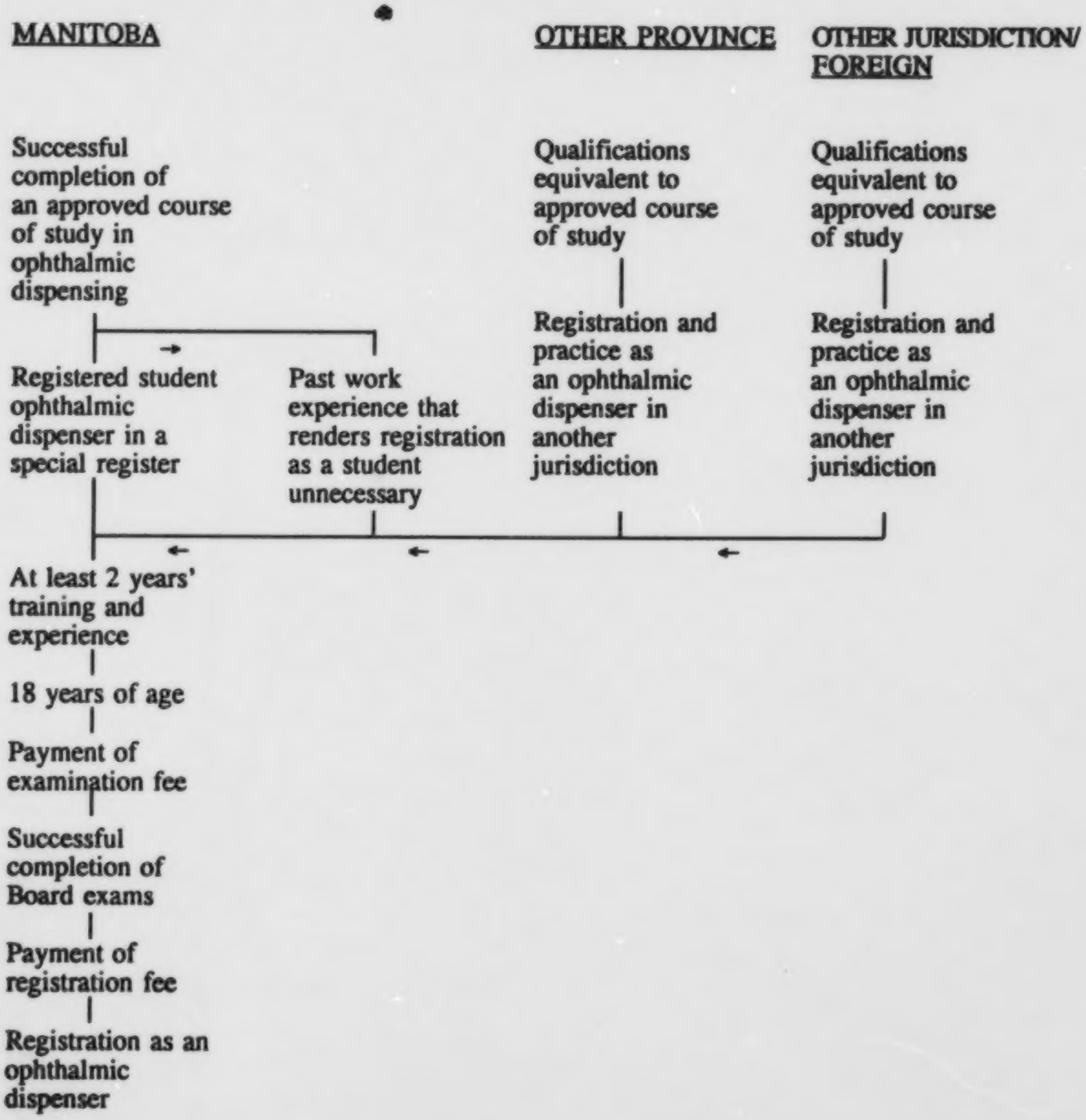

MANITOBA
OTHER PROVINCE
OTHER JURISDICTION/ FOREIGN
RN (Diploma)
BN (Degree)
Successful completion of a diploma nursing program approved by MARN
Successful completion of a baccalaureate nursing program approved by the Manitoba Association of Registered Nurses (MARN)
Successful completion of an equivalent nurses' training program outside Manitoba
Successful completion of an equivalent nurses training program outside Manitoba
Current license or registration as a nurse in a jurisdiction outside Manitoba
Current license or registration as a nurse in a jurisdiction outside Manitoba
Reasonable fluency in English or French (TOEFL and TSE Scores)
Successful completion of the examinations set or approved by the Canadian Nurses Association Testing Service Comprehensive Examination
Completion of an application form and payment of certification/ registration fees
Certification as a Registered Nurse

APPENDIX B

Evaluating Fee Schedules:

(a) Appeals (Nil)
(b) Examinations ($155.00 for 1991)
(c) Assessment of documents ($100.00 for 1991)
(d) Exemption from courses (Nil)
(e) Verification of documents (Nil)
(f) Registration ($150.00)

OPHTHALMIC DISPENSER/OPTICIAN

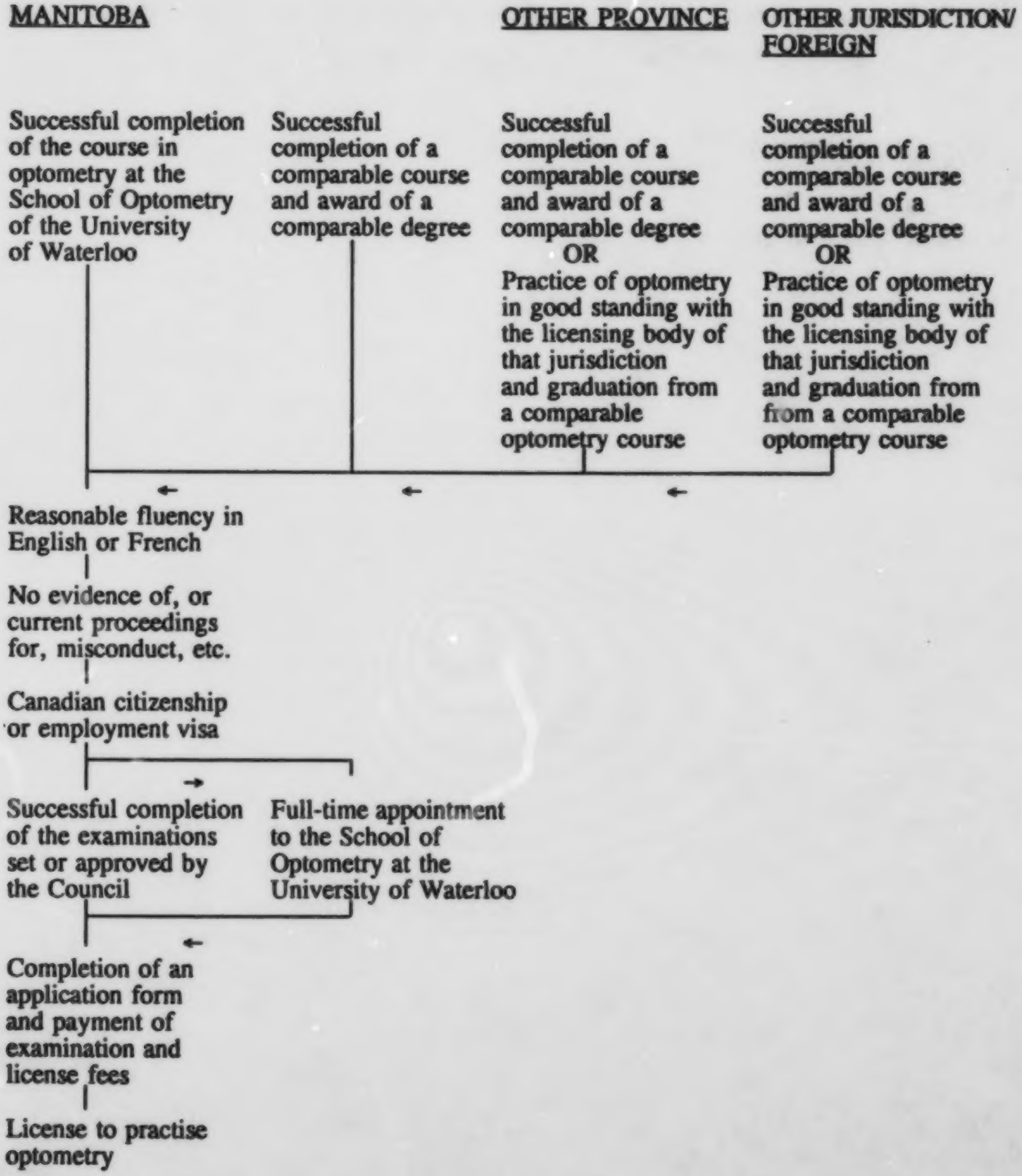

MANITOBA
OTHER PROVINCE
OTHER JURISDICTION/ FOREIGN
Successful completion of an approved course of study in ophthalmic dispensing
Qualifications equivalent to approved course of study
Qualifications equivalent to approved course of study
Registered student ophthalmic dispenser in a special register
Past work experience that renders registration as a student unnecessary
Registration and practice as an ophthalmic dispenser in another jurisdiction
Registration and practice as an ophthalmic dispenser in another jurisdiction
At least 2 years' training and experience
18 years of age
Payment of examination fee
Successful completion of Board exams
Payment of registration fee
Registration as an ophthalmic dispenser

REGISTERING BODY

Ophthalmic Dispensers of Manitoba

APPENDIX B

OPTOMETRIST



MANITOBA

Successful completion of the course in optometry at the School of Optometry of the University of Waterloo

Successful completion of a comparable course and award of a comparable degree

OTHER PROVINCE

Successful completion of a comparable course and award of a comparable degree

OR

Practice of optometry in good standing with the licensing body of that jurisdiction and graduation from a comparable optometry course

OTHER JURISDICTION/ FOREIGN

Successful completion of a comparable course and award of a comparable degree

OR

Practice of optometry in good standing with the licensing body of that jurisdiction and graduation from from a comparable optometry course

Reasonable fluency in English or French

No evidence of, or current proceedings for, misconduct, etc.

Canadian citizenship or employment visa

Successful completion of the examinations set or approved by the Council

Full-time appointment to the School of Optometry at the University of Waterloo

Completion of an application form and payment of examination and license fees

License to practise optometry

APPENDIX B

COMMENT

Only two institutions are accredited training institutions for Optometry in Canada. They are the University of Waterloo and the University of Montreal.

REGISTERING BODY

Manitoba Optometric Society

OCCUPATIONAL THERAPY

REGISTERING BODY

Association of Occupational Therapists of Manitoba

REQUIREMENTS FOR REGISTRATION

Documentary evidence of one of the following is mandatory.

1. Graduation from the program of occupational therapy education at the University of Manitoba.
2. Graduation in occupational therapy from a school, college or university outside Manitoba that is approved by the Board of AOTM.
3. Graduation in occupational therapy from a school, college or university outside Manitoba where the curriculum is substantially similar but not equivalent to that of the University of Manitoba. This must be coupled with evidence of successful completion of such additional courses of study and period of supervised practice or examination or both as may be required by the Board to determine that the qualifications of the applicant are comparable to the qualifications as outlined in sub (1) above.
4. Registration or eligibility for a membership in the Canadian Association of Occupational Therapists (including TOEFL examination).

* For further programs, consult the school of Medical Rehabilitation in the Faculty of Medicine, University of Manitoba.

APPENDIX B

PHARMACIST

The University of Manitoba offers an undergraduate program of four years duration after the completion of Grade 12 or the equivalent, leading to the degree of Bachelor of Science in Pharmacy.

REGULATING BODY

Manitoba Pharmaceutical Association

REGULATIONS GOVERNING REGISTRATION IN MANITOBA OF GRADUATE PHARMACISTS FROM SCHOOLS OR COLLEGES OF PHARMACY OTHER THAN THE FACULTY OF PHARMACY, UNIVERSITY OF MANITOBA

1. Persons desiring registration in Manitoba must make application to the Registrar of The Manitoba Pharmaceutical Association on the form to be obtained from the Registrar's office, and must, when requested, appear personally before council or the Executive Committee in support of their application.
2. All persons making application for registration in Manitoba must comply with the following:
   (a) Section 17 (1) - Before a candidate is entitled to have his name entered upon the register of pharmacists he shall produce to the council evidence satisfactory to it
      (i) that he is of good moral character;
      (ii) that he has completed a training period of such length and under such conditions as council in its discretion may require. The period of such training shall consist of not less than 360 business hours served within not less than 9, not more than 15 consecutive weeks and must be served in one pharmacy unless the council of the Association shall otherwise approve on application. The training period may be taken at any time following completion of final

examinations in fourth year and must be taken under the supervision of a preceptor approved by the council of the Association.

(iii) that he is sufficiently acquainted with one of the official languages of Canada as to be competent to discharge the duties and obligations of a pharmacist;

(iv) that he has attended a regular course of lectures and instruction in a college or school of pharmacy recognized and approved by the council and has passed the examinations prescribed by that college or school; and shall

(v) pass such examination as the council prescribes; or produce to it satisfactory evidence that he has such knowledge and experience as the council considers necessary; and

(vi) in the case of a person registered as a student make his application for registration within 6 years from his registration as a student unless the time is extended by council.

Section 17 (3) - No person is entitled to have his name on the register of pharmacists unless he is a resident of Canada and has attained the age of 18 years and has complied with such additional requirements as may be prescribed by law of the association or by regulation made under this Act.

(b) be a graduate of a college of faculty of pharmacy of a university approved by the council.

(c) furnish evidence of the particulars of:

(i) their employment during the three years prior to making application for registration.

(ii) having had one year pharmaceutical experience, acceptable to the council of The Manitoba Pharmaceutical Association during the three years prior to the date of application.

(d) submit satisfactory evidence as to whether or not their name has ever been removed from the register of any body that has authority to issue a license to practice the profession of pharmacy within its jurisdiction, whether or not there are any pending discipline proceedings against them before such body and whether or not they have ever been convicted of any offence relating to the sale or use of poisons, drugs, or alcoholic liquors or moral turpitude.

(e) submit satisfactory evidence of establishment of permanent residence in Manitoba.

(f) have a satisfactory knowledge of one of the official languages in Canada.

3. The following documents must be presented to the Registrar of the Manitoba Pharmaceutical Association for submission to the council.

(a) completed application for registration

(b) evidence of registration with the Pharmacy Examining Board of Canada. (P.E.B.C.)

4. Those persons who graduated from a school or faculty of pharmacy in Canada during the period December 1963 to December 1971 but do not hold a P.E.B.C. Registration may qualify by:

(a) writing and passing the P.E.B.C. examinations and presenting evidence of same or,

(b) submit evidence of completion of at least ten years practice as a pharmacist in a Province of Canada.

5. All P.E.B.C. registrants will be entitled to become registered with The Manitoba Pharmaceutical Association upon passing a test, with a minimum grade of 70%, on the laws and regulations respecting the practice of pharmacy in Manitoba, providing all other requirements are met.

6. The fee for membership under these regulations will include a registration fee, an examination fee, if applicable, and the personal license fee to practice for the year in which the application for membership is approved by council. This fee must accompany the application in the form of a certified cheque.

APPENDIX B

COMMENT

1. Any documents submitted in a foreign language must be accompanied by an English translation by an authority satisfactory to the council.
2. Information on the P.E.B.C. evaluation and qualification exam may be obtained by contacting:

The Registrar Treasurer
Pharmacy Examining Board of Canada
603 - 123 Edward Street
Toronto, Ontario M5G 1E2

APPENDIX B

PHYSICIAN OR SURGEON

You must be registered with the College of Physicians and Surgeons of Manitoba to be eligible to practice.

REGISTERING BODY

The College of Physicians and Surgeons of Manitoba

REQUIREMENTS FOR MEDICAL REGISTRATION

1. REGISTRATION REQUIREMENTS

A. ACADEMIC

Any person applying for registration in Manitoba must possess one of the following qualifications:

1. A degree in Medicine (MD), University of Manitoba.
2. Licentiate of the Medical Council of Canada (LMCC).
3. A degree in Medicine from an approved University in the United Kingdom and standing in The Medical Council of Canada Evaluating Examination (MCCEE).
4. A degree in Medicine from an approved University in the Republic of Ireland and standing in the MCCEE.
5. A degree in Medicine from an approved University in any state of Australia and standing in the MCCEE.
6. A degree in Medicine from an approved University in New Zealand and standing in the MCCEE.

7. A degree in Medicine from an approved University in the Republic of South Africa and standing in the MCCEE.
8. A degree in Medicine from an approved University in the U.S.A. and possession of FLEX with a weighted average of not less than 75 percent or the certificate of the National Board of Medical Examiners.
9. A certificate in a specialty from the Royal College of Physicians and Surgeons of Canada obtained by examination may entitle the holder to be registered with practice limited to that specialty.

ANY PERSON WHO HAS WRITTEN AND FAILED EITHER THE QUALIFYING EXAMINATION OF THE MEDICAL COUNCIL OF CANADA (LMCC), NATIONAL BOARD OF MEDICAL EXAMINERS EXAMINATION, OR FLEX IS NOT ELIGIBLE FOR REGISTRATION UNTIL HE HAS OBTAINED THE LMCC OR CERTIFICATION FROM THE ROYAL COLLEGE.

B. CLINICAL

The applicant must also have served not less than twelve months in a resident medical capacity in a program approved by this College and must have recent training and/or experience in the intended field of practice. This will be determined on the basis of documented information supplied with the application form.

C. DOCUMENTATION AND FEES REQUIRED: ALL DOCUMENTS MUST BE ORIGINALS OR CERTIFIED COPIES AND MUST ACCOMPANY THE APPLICATION.

1. Application form, completed.
2. Graduation diploma (with translation).
3. Evidence of good standing in jurisdiction of practice.
4. Documentation of all approved training experiences and medical qualifications listed in the

application.

5. Evidence of identity (birth or naturalization certificate, passport/visa, work permit, etc.).
6. With the exception of graduates in medicine from the University of Manitoba, all applications must be accompanied by the non-refundable documentation fee of $150 in Canadian currency.

On approval of the application, and before registration is granted, applicants must pay the registration fee ($200) in Canadian funds.

In addition, once a position has been obtained in Manitoba, the applicant must appear for a personal interview and supply a recent passport type photograph for identification purposes.

D. LICENSURE

Persons who are registered may be issued one of the following licenses:

1. Annual: An annual license entitling the holder to practise independently in accordance with his experience will be issued on payment of the annual fee (Canadian currency). The annual fee is based on the calendar year.
2. Short Term: A license for three calendar months may be issued at a reduced fee. This is primarily designed for those doing a locum tenens, or for persons taking out a license after 1st October.
3. Residents in Training Programs: Medical graduates who meet the requirements for full registration may on request be issued a license entitling practice only within the residency program. The application for this license must be accompanied by a letter from the University of Manitoba, Postgraduate Medical Education, confirming the residence appointment. The annual fee for this license is approximately 25 percent of the annual license fee. This license may be extended to a full annual license. The personal interview is deferred pending entry into independent practice.

2. EDUCATIONAL REGISTER

Pre-qualification clinical students must be enrolled on the Educational Register. This includes clinical clerks enrolled in the University of Manitoba and medical graduates who do not qualify for registration.

Documentation for consideration of an application:

A. MEDICAL GRADUATES WHO DO NOT QUALIFY FOR REGISTRATION UNDER 1.A. (INTERNS OR RESIDENTS)

1. Application form, completed.
2. Graduation diploma, original or certified copy with translation.
3. Medical Council of Canada Evaluating Examination certificate (excluding Canadian graduates).
4. Evidence of identity (birth or naturalization certificate, passport/visa).
5. Letter from University of Manitoba, Medical Education, confirming an appointment in an approved internship or residency.
6. Non-refundable documentation fee $150, Canadian currency, at par, Winnipeg.
7. Registration fee $50.
8. Enrollment fee $20 (per academic year).

Any person who has filed on two occasions one of the examinations mentioned in 1.A.2 or 1.A.8 of this brochure is not eligible for enrollment on the Educational Register.

B. EXTERNAL STUDENTS/CLINICAL CLERKS

1. Application form, completed.
2. Letter from University of Manitoba, Medical Education, confirming an appointment as

external student or clinical clerk.

3. Registration fee $50.
4. Enrollment fee:
    Clinical Clerk: $20 per academic year
    External Student: $20 per 6 month period

3. SPECIALIST REGISTRATION

With rare exceptions, certification in a specialty by the Royal College of Physicians and Surgeons of Canada is required for enrollment on the Specialist Register and recognition as a specialist in Manitoba. The enroll ment fee is $200.

OTHER MEDICAL ALTERNATIVE

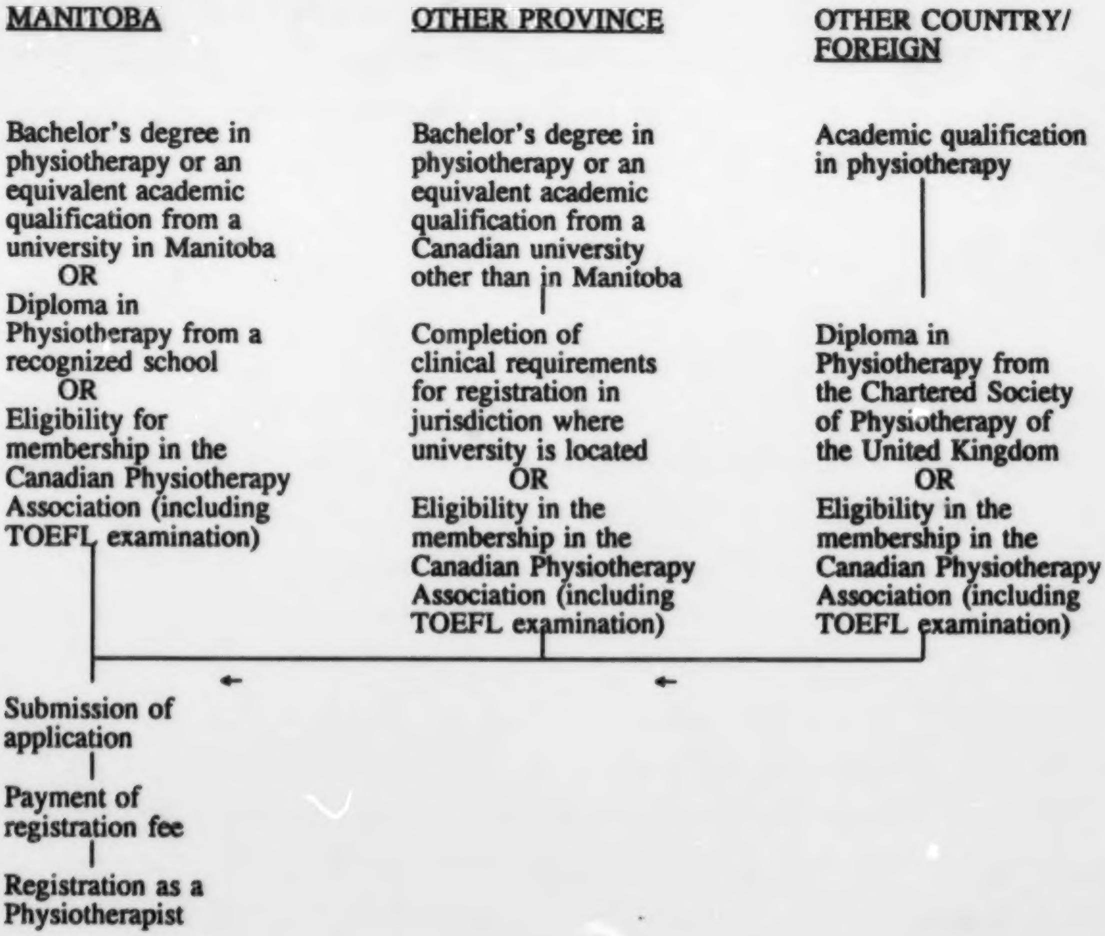
THE REFUGEE DOCTOR PROGRAM

Applicant must file with the College of Physicians and Surgeons a copy of his/her degree and proof of refugee status. The College refers qualified applicants to the University of Manitoba, Faculty of Medicine at the Health Sciences Centre. After filing the papers with the College of Physicians and Surgeons, the applicant may go directly to the Faculty of Medicine and file an application.

A file is opened for the applicant and interviews are conducted once a year either in November or early December. Ranking is done to choose the four (4) applicants who would be awarded a clerkship. Those who do not qualify will be allowed to apply again and will be included in the interview the following year. Clerkship lasts for a year, and after successful completion, the candidate is assigned for internship. Prior to awarding clerkship, successful completion of TOEFL is required.

APPENDIX B

PHYSIOTHERAPIST



MANITOBA

Bachelor's degree in physiotherapy or an equivalent academic qualification from a university in Manitoba
OR
Diploma in Physiotherapy from a recognized school
OR
Eligibility for membership in the Canadian Physiotherapy Association (including TOEFL examination)

OTHER PROVINCE

Bachelor's degree in physiotherapy or an equivalent academic qualification from a Canadian university other than in Manitoba

Completion of clinical requirements for registration in jurisdiction where university is located
OR
Eligibility in the membership in the Canadian Physiotherapy Association (including TOEFL examination)

OTHER COUNTRY/ FOREIGN

Academic qualification in physiotherapy

Diploma in Physiotherapy from the Chartered Society of Physiotherapy of the United Kingdom
OR
Eligibility in the membership in the Canadian Physiotherapy Association (including TOEFL examination)

Submission of application

Payment of registration fee

Registration as a Physiotherapist

COMMENT

The Association of Physiotherapists of Manitoba has instituted a "Re-entry program" for Physiotherapists who have been out of the workforce for more than 3 years. However, applicants within this category must have met the initial conditions for registration.

* For further programs, consult the School of Medical Rehabilitation in the Faculty of Medicine, University of Manitoba.

APPENDIX B

REGISTERED PSYCHIATRIC NURSE

The requirements for the practice of psychiatric nursing in and throughout the Province of Alberta, British Columbia, Manitoba and Saskatchewan are the same. This was effected in order to provide a substantial commonality and standardization of requirements for qualification to practice psychiatric nursing in and throughout such provinces.

REQUIREMENTS FOR REGISTRATION

1. RECIPROCAL RECOGNITION

(a) Proof of the applicant's graduation from a basic psychiatric nursing education program; and

(b) A duly completed and executed application for registration in the form prescribed from time to time by the Provincial Association to which application is being made; and

(c) Proof of identity of the applicant; and

(d) Proof of registration or licensure of the applicant, as at the date of the application submitted as an active or active practising psychiatric nurse, which registration or licensure has been granted by and under the authority of any other Provincial Association authorized to so register or license within the jurisdiction in which such other Provincial Association is located; and

(e) Proof of applicant having practised as a psychiatric nurse for at least 200 actual working days (such days not required to be consecutive) within the 5 year period immediately preceding the date of application submitted;

OR

(f) Proof of the applicant having graduated from a basic psychiatric nursing education program given in or by any institution within the province of any Provincial

Association within 4 years immediately preceding the date of application submitted;

OR

(g) Proof of the applicant having completed a refresher or upgrading program in psychiatric nursing approved by the Provincial Association with which said applicant holds current registration or licensure and completed within the 4 years immediately preceding the date of application submitted.

(h) Where required, proof of the applicant's good character and reputation duly signed by the Registrar of the registering/licensing body from which the applicant last held his registration/license to practice psychiatric nursing; and

(i) A statutory declaration, duly completed by the applicant, stating that his name has not been removed for cause from any register of psychiatric nursing; and

(j) Proof of satisfactory work performance if the applicant has been employed in the field of nursing; and,

(k) Proof that, as at date of receipt by a Provincial Association of an application, the applicant is an active or active practising member of the Provincial Association of which he was a member as at date of the application; and, as at date of the acceptance of the application, is a member in good standing and is, or is eligible for, registration or licensure as an active or active practising psychiatric nurse in such Provincial Association; and,

(l) Where required, proof of current residency of the applicant within the province of the Provincial Association to which application is being made, such current residency to be reasonably determined in the sole discretion of such Provincial Association; and,

(m) Payment of the registration and/or licensure fees, including any other fees or payments as are required for active or active practising status in the Provincial Association to which application has been made, shall be paid within one year of the acceptance of the application by that Provincial Association.

2. REQUIREMENTS

DOCUMENTS - OUT OF CANADA APPLICANTS

(a) Proof of identity.

(b) Proof of graduation from a program specifically in psychiatric nursing.

(c) Review of Qualifications:
  - transcripts
  - training records
  - subjects (theory ad clinical)

(d) Proof of competency in the English language (oral and written).

(e) R.P.N.A.M. application for membership.

(f) Consent for release for information.

(g) Registrar's certificate.

(h) Employer's reference

PLUS

Meet the Basic Canadian standard and a successful completion of the R.P.N.A.M. Registration examinations.

THE BASIC CANADIAN STANDARD

(a) The minimum acceptable requirement for program length shall be 20 months. The 20 month period shall not include time not spent in a classroom or clinical setting, such as vacation time.

(b) The minimum acceptable requirement for clinical experience in a controlled setting shall be 1,000 hours. Definition: - Controlled setting - "Where the learning experience is designed to attain identified learning objectives".

(c) The minimum acceptable requirement for theoretical instruction shall be 875 hours. The minimum number of 875 hours theory may be attained with the addition of applied equivalents. Definition: - Applied Equivalents - "Formal teaching situations which are provided in the clinical setting as opposed to classroom".

APPENDIX B

RESPIRATORY THERAPIST

To practice as a Respiratory Therapist in Manitoba, an applicant must be registered with The Canadian Society of Respiratory Therapists. To be able to practice in Manitoba you must be a registered member.

REGISTERING BODY

Canadian Society of Respiratory Therapists

INSTITUTE

Health Science Centre, School of Respiratory Therapy (Faculty of Medicine, University of Manitoba)

PROCEDURES FOR REGISTRATION

An applicant must establish that they have completed a program in Respiratory Therapy. They must submit an application together with their credentials and record of experience to the registrar of the society. If there are deficiencies, the applicant may be required to complete part or all of the program.

Applicants are required to challenge the examination given by the Canadian Society of Respiratory Therapists. Upon completion of the examination, the applicant is given a conditional license to practice under supervision.

After the practice period, a full license is obtained. An applicant is allowed to take the exams only 2 times.

APPENDIX B

SCHOOL CLINICIAN

Certification is required for employment as School Clinician in Manitoba through the Department of Education and Training.

CERTIFYING BODY

Manitoba Education and Training, Professional Certification

PROCEDURES FOR CERTIFICATION

Types of School Clinicians in Manitoba:

Reading
Social Worker
Physiotherapist
Speech and Hearing
Psychologist
Occupational Therapist

PROVISIONAL CERTIFICATION

Clinicians certified in Manitoba for the first time are issued provisional certificates, valid for two years. Provisional certification may be extended if recommended by a school superintendent, or the Director of the Child Care and Development Branch of Manitoba Education and Training.

CITIZENSHIP REQUIREMENTS

Non-Canadians applying for certification must hold landed immigrant status or a valid work visa. In order to be eligible for permanent certification, a non-Canadian must complete three years of successful experience as a clinician in Manitoba, in addition to the other requirements.

APPENDIX B

BASIC REQUIREMENTS FOR PROVISIONAL CERTIFICATION

The following is a list of the basic qualifications required for each certificate. For more specific list of courses/areas required, please consult the guideline available from the Professional Certification Office.

Psychologist:	an approved Master's degree in a School of Psychology, or an equivalent area.
Reading:	an approved Master or Education degree which includes the appropriate work in clinical reading and related areas; and two years of successful classroom teaching experience in which reading instruction has been an important responsibility or the equivalent clinical or remedial reading experience; or both.
Speech & Hearing:	the academic qualifications needed to meet the licensing requirements of the Manitoba Speech and Hearing Association.
Social Worker:	an approved Bachelor of Social Work degree.
Physiotherapist:	an approved Bachelor of Physiotherapist degree; and the academic qualification needed to meet the licensing requirements of the Manitoba Association of Physiotherapists.
Occupational Therapist:	an approved Bachelor of Occupational Therapy degree; and the academic qualification needed to meet the licensing requirements of the Manitoba Association of Occupational Therapists.

APPENDIX B

APPLICATION PROCEDURE

Applicants for a Manitoba School Clinician certificate are required to submit the following documents:

1. Official transcripts sent directly from a recognized university or universities showing all course work completed at both the graduate and undergraduate levels and degrees obtained. Applicants from the United States holding a bachelor's degree only are required to have an overall 2.5 grade point average in any degree program leading to certification.
2. An appraisal and certification fee of $30.00. (This fee is not required if all degrees have been obtained in Manitoba.)
3. Speech and Hearing/Occupational Therapists or Physiotherapists must present evidence of registration with their association.
4. A photocopy of your birth certificate.
5. A confidential report from your last employer or, if no employment experience has been gained, a report from the person who supervised clinical studies in a degree program.
6. The competed Application for Certification.
7. Evidence of landed immigrant status or a valid work visa, if non-Canadian.
8. Verification of experience gained as clinician/teacher showing commencement and termination dates of employment.
9. If you have changed your name, you must provide a photocopy of the document showing your change of name.
10. A photocopy of your Canadian Social Insurance Number (your card or another document showing your number).
11. The completed Investigation Authorization Form.

SOCIAL WORK

While membership in the Professional Association is desirable, some organizations may employ individuals who have the required academic qualifications.

REGISTERING BODY

Manitoba Association of Social Workers

REQUIREMENTS FOR MEMBERSHIP

1. a degree of B.S.W., M.S.W. or D.S.W. from a recognized Canadian University; or a social work degree equivalent to that of a Canadian Social Work degree; or
2. a Welfare Worker's Certificate from a Manitoba Community College, or its equivalent; and
   (a) has been employed in social services for three or more consecutive years of experience following graduation and prior to application for membership; and
   (b) submits letters of recommendation from his/her present employer or supervisor and a colleague who is working in the same setting and any member in good standing of M.A.S.W..

COMMENT

1. Main hindrance for foreign applicants is the cost of $200.00 for assessment of documents.
2. In Social Work, the gap is that there are no regulated or legislated guidelines to regulate the profession.

APPENDIX B

TEACHER

A Manitoba Teaching Certificate is required to teach in Manitoba. Teachers from outside Canada are usually allowed to work as teacher's aides and substitute teachers.

CERTIFYING BODY

Manitoba Education and Training, Professional Certification

PROCEDURES FOR CERTIFICATION

Applicants applying for a Manitoba Teaching Certificate are required to submit the following documents:

1. Transcripts sent directly from a recognized university showing any university work completed and degrees obtained. Applicants must have completed either a four-year Bachelor of Education degree or an acceptable university degree plus a two-year post graduate Bachelor of Education program which included a supervised practice teaching component judged to be the equivalent of sixty semester hours.
2. An appraisal and certification fee of $40.00 (non-refundable). Cheques must be payable to the Minister of Finance. (An international money order is required for payments from outside Canada.)
3. A photocopy of a valid teaching certificate issued by the province, state or country where the teacher's education was completed.
4. A photocopy of birth certificate.
5. Verification of Canadian Citizenship, landed immigrant status or a work visa for those born outside Canada.
6. A completed application for Certification.

7. If name has been changed, provide a photocopy of document showing change of name.
8. A photocopy of Canadian Social Insurance Number (card or any other document showing number).
9. Official verification of teaching experience from employing authority showing commencement and termination dates of employments.
10. The completed Investigation Authorization form.

All documents and forms should be sent by registered mail to the above address.

If the applicant fails to meet the requirements for a teaching certificate, courses needed to complete requirements may be taken from the University of Manitoba or the University of Winnipeg. The Red River Community College offers Vocational Teaching courses.

COMMENTS

There are no guidelines or mechanisms for the evaluation of foreign documents held by immigrant teachers. This is a major problem encountered by new Canadians trying to re-enter the profession.

APPENDIX B

VETERINARIAN

To practice Veterinary Medicine in Manitoba a foreign graduate must be licensed.

LICENSING BODY

Manitoba Veterinary Medicine Association

PROCEDURES FOR REGISTRATION

A foreign graduate must first send credentials and record of experience to:

The Registrar, Canadian Veterinary Medicine Association, Ottawa, Ontario

If applicant is qualified to write the examination he/she is given a Restricted Temporary License in Manitoba. He/she may write the examination given by the C.V.M.A. If the applicant passes, he/she is allowed to take the M.V.M.A. examination to be licensed in Manitoba.

Courses that may be required to complete requirements to qualify for the C.V.M.A. examination may be taken at:

University of Saskatchewan, Saskatoon
Guelph University, Ontario
Charlettetown, P.E.I.
St. Hyacinth, Quebec

APPENDIX B

X-RAY TECHNOLOGIST

An individual must be registered with the Canadian Association of Medical X-Ray Technologists in order to practice in Manitoba.

REGISTERING BODY

Canadian Association of Medical X-Ray Technologists, Ottawa, Ontario

PROCEDURES FOR REGISTRATION

Graduates of recognized institutions from Great Britain, Australia, New Zealand, Holland and Hong Kong may have their training and experience validated without further training and examination. Those who come from countries that don't have reciprocity agreements with the Canadian Association of Medical X-Ray Technologists are asked to take the courses for two years, before being allowed to take the examination. This is practically taking the full two year course without credit for previous learning.

Examination information is available from the training institution.

Inquiries on training are available from:

Red River Community College, Winnipeg, Manitoba

APPENDIX C

MULTICULTURAL AND ETHNOCULTURAL GROUPS CONTACTED

A.U.U.C. School of Folk Dancing - Yuist
Aboriginal Women of Manitoba
Afghan Association of Manitoba
African Association of Manitoba Inc.
Afro-Caribbean Association of the North
Afro-Caribbean Dancers Inc.
Afro-Caribbean Association of Manitoba Inc.
Agno Winnipeg Association
Ahmadiyya Muslim Association Inc.
Alliance Chorale Manitoba
Alliance Francaise du Manitoba
Anabu Canadian Association
Araucaria Cultural Centre
Asian Community Education Resource Centre
Association Cultural Hispano Canadiense Cerv
Association Acadienne au Manitoba
Association for Community Living - Winnipeg
Association of United Ukrainian Canadians
Association Culturelle Franco-Manitobaine
Association des Residents de l'Accueil
Association for Community Living - Manitoba
Association of Caribbean Nurses
Association of Pakistani Canadians
Association France-Canada du Manitoba
Association Franco-Canada du Manitoba

B'nai Brith Canada, Midwest Region
Ballentyne, Yvonne, Caribbean Folk Choir
Barangay Filipino Organization of Manitoba Inc.
Barbados Association of Winnipeg
Belgian Folk Dancers of Winnipeg
Betel Home Foundation
Bhartiya Kala Kendra
Bichitra-Bengali Association of Manitoba
Brandon Greek Cultural Association Inc.

APPENDIX C

Brandon Ukrainian Culture Centre
Brandon Ukrainian Folk Choir
Brandon Friendship Centre
Brazilian Club of Winnipeg

Caledonian Women's Club
Caledonian Singers of Winnipeg Inc.
Cambodian Association of Manitoba Inc.
Canada - USSR Association Inc.
Canada India Friendship Association
Canada'a National Ukrainian Festival Inc.
Canada's National Ukrainian Festival Choir of Dauphin
Canadian Association for Advancement of Netherlandic Studies
Canadian Czechoslovak Benevolent Association
Canadian Lithuanian Club of Manitoba
Canadian Parents for French in Brandon
Canadian Slovak League, Branch No. 1
Canadian Ukrainian Institute Prosvita Association
Canadian Parents for French, St. Norbert
Canadian Association of Second Language Teachers (CASLT)
Canadian Hispanic Congress (Manitoba)
Canadian Parents for French, Flin Flon
Canadian Lebanese Women's Auxiliary
Canadian Federation of Labour Manitoba Council
Canadian Human Rights Commission
Canadian Polish Congress
Canadian Friends of the Hebrew University - Winnipeg Chapter
Canadian Parents for French, Winnipeg
Canadian Polish Athletic Club Inc.
Canadian Council of Christians and Jews Inc.
CARFAC Manitoba
Cari-Cana Dancers Inc.
Caribbean Percussion Ensemble
Caribbean Canadian Association of Winnipeg Inc.
Caripeg Cultural Organization Inc.
Casa D'Italia
Casa Du Minho Portuguese Centre Inc.
Central American Cultural Association
Central Canadian Council of B'nai Brith Canada
Centre Culturel Franco-Manitobain
Centre for Ukrainian Canadian Studies, St. Andrews College
Centre Culturel Cooperatif de Ste. Anne Inc.

APPENDIX C

Cercle Moliere Inc.
Chai Folk Art Council Inc.
Chai Folk Ensemble
Chile Lucha Y Canta Inc.
Chilean Cultural Institute of Manitoba Inc.
Chilean Heritage Institute of Language & Ed (C.H.I.L.E.)
Chinese Community Council of Manitoba
Chinese Cultural Centre Performing Group
Chinese National League
Chinese Canadian National Council
Chorale des Intrepides
Citizenship Council of Manitoba Inc.
Club d'Age d'Or Notre Dame Inc.
Club de Francais
Club des Hommes d'Affaires Franco-Manitobain
Club Siciliano Di Winnipeg Inc.
Club Richelieu
Colored People's Social and Charitable Association
Comite Culturel de St. Lazare
Comite Culturel de Notre Dame de Lourdes
Comite Culturel de Somerset
Comite Culturel de Winnipeg
Comite Culturel de la Riviere aux Rats
Comite Culturel de Lorette
Comite Culturel de St. Joseph
Comite Culturel de St. Leon
Comite Culturel de St Claude de Haywood
Comite Culturel de La Broquerie
Comite Culturel de St. Norbert
Comite Culturel de Ste. Agathe
Committee on the Promotion of Black Cultural Activities
Community Centre at Reinland Inc.
Congreso Hispano Canadiense
Congress of Black Women of Canada (Manitoba Chapter)
Conseil Jeunesse Provincial Inc.
Conseil de la Cooperation du Manitoba
Coq Club Inc.
Corobow, Irwin
Council of Caribbean Organizations
Cristoforo Colombo Association
Crotian Folklore Ensemble of Winnipeg (Croatian Dawn)
Cypriot Association of Manitoba Inc.

APPENDIX C

CZAS
Czechoslovak National Association of Canada
Czechoslovak Benevolent Association

Danish Canadian Club of Manitoba
Danseurs de la Riviere-Rouge Inc.
Dante Alighieri Cultural Society Inc.
Dauphin Educational and Cultural Association
Dauphin Allied Arts Council
Der Courier-Nordwestern
Deuk Hwa Park
Die Heimatquelle
Die Mennonitische Post
Dobchuk, Victor, Malanka Productions CKY-TV
Dominica Association of Manitoba
Dutch Canadian Society of Manitoba
Dutch Klompen Dansers

East Indian Ancestral Language Ed Committee
Eastman Manitoba Choral Association
Edelweiss Schuhplattler
Editions de Ble
Editor Uniter
Editor Manitoban
Editor Kalayaan
Egyptian Canadian Association
Eritrean Community in Winnipeg
Eritrean Relief Association
Esjan Chapter of the Icelandic
Ethiopian Society of Winnipeg

Federation of Korean Association in Canada
Federation of Russian Canadians
Federation Provinciale des Comites de Parents
Federation des Aines Franco-Manitobaines
Festival do Mundo Portuguese
Festival du Voyageur
Festival of Nations Association
Filipino Homemakers Association of Manitoba
Filipino Canadian Seniors Association (Filcasa)
Filipino Writers Group
Filipino Seniors Group of Manitoba

APPENDIX C

Filipino Artists Support Group
Finnish Canadian Club Inc.
Fogolar Association of Winnipeg
Folk Arts Council of Winnipeg
Fort Garry Teachers Association
Francofonds Inc.
Free Vietnamese Association of Manitoba
Friends of Austria

German Canadian Cultural Association of Brandon
German Canadian Historical Association
German Society of Winnipeg
German Canadian Cultural Association of Manitoba
German Canadian Congress (MB) Inc.
Ghanaian Union of Manitoba Inc.
Gimli Sacred Heart Ukrainian
Greek Professional Association of Manitoba
Grenadian Association of Manitoba Inc.
Guides du Canada (Secteur Francais)
Gujarati Cultural Society of Manitoba
Guyanese Association of Manitoba Inc.
Guyanese Cultural Organization of Winnipeg

Hadassah-Wizo Council of Winnipeg (Women)
Harambee Centres Canada Manitoba Region
Heritage Dancers Association
Heritage St. Boniface Inc.
Heritage St. Norbert
Herzlia-Adas Yeshurun
Hindi Paraishad of Manitoba
Hindu Society of Manitoba
Hindu Darshan
Hindu Seniors Club of Manitoba
Hinode Taiko Group
Home & School & Parents Teacher Federation of Man Inc.
Hungarian Kapisztran Folk Ensemble of Winnipeg
Hungarian Canadian Cultural Society of Manitoba
Hungarian Independent Cultural & Social Association of Wpg (1981)
Hutterian Education Committee - Suncrest Colony

Icelandic National League (Gimli Chapter)
Icelandic Canadian Club of Western Manitoba

Icelandic Festival of Manitoba
Icelandic National League (Lundar Chapter)
Icelandic National League
Icelandic National League
Icelandic Language and Cultural Camp
Immigrant Single Parent
Independent Order of English Mechanics Preston Unity
India Association of Manitoba
India Assoc of Winnipeg Inc.
Indian & Metis Friendship Centre of Winnipeg
Indigenous Women's Collective of Manitoba
Indo Canadian School of Heritage Languages
Indochina Chinese Association of Manitoba
Information Centre D'Societe Franco-Manitobaine
Institute of Chinese Language, Culture & Arts
International Student Organization University of Manitoba
International Federation of the Interlake
International Centre
International Women Together
Irish Tavern Singers Inc.
Irish Association of Manitoba Women's Group
Irish Canadian National Association of Manitoba
Irish Association of Manitoba
Islamic Association of Manitoba
Italian Youth Folk Dancers
Italian Bari Club
Italian Canadian League of Manitoba

Jamaican Association Dancers
Jamaican Association of Manitoba
Jeux Floraux du Manitoba
Jewish Educational Publishers of Canada
Jewish Historical Society of Western Canada

Karilaan Philippine Folk Dancers of Winnipeg
Kayumanggi Philippine Folk Dance Ensemble
Keewatin Tribal Council
Khalsa Diwan Society of Manitoba
Korean Association of Manitoba

La Chorale des Intrepides
La Societe Historique de Saint-Boniface

APPENDIX C

Lao Association of Manitoba Inc.
Lao Women's Club of Manitoba
Latin American Solidarity Front
Latin American Association of Winnipeg
Latin American Student Association
Le Lusee de Saint-Boniface
Le 100 Nons
League for Human Rights of B'nai Brith Canada
Lebanese Club - Women's Auxiliary
Les Danseurs de la Riviere-Rouge Inc.
Liaison Committee for Caribbean Organizations (Now Council for Caribbean Organizations)
Licanantay Group
Ligue Feminine Catholique du Manitoba
Lithuanian-Canadian Community
Logberg-Heimskringla Inc.
Lord Selkirk Association of Rupert's Land
Lynn Lake Friendship Centre Inc.

M. Promod Puri The Link
Mabuhay Serenaders
Magdaragat Philippine Folk Arts Inc.
Maids of Athens
Malayali Association of Manitoba
Manitoba Chinese Dramatic Society
Manitoba Heritage Federation
Manitoba Lao-Canadian Comm Ed & Culture Centre Inc.
Manitoba Laotian Cultural Centre
Manitoba Heritage Folk Arts Council
Manitoba Association for Bilingual Education
Manitoba Islamic Association
Manitoba Highland Dancers' Association Inc.
Manitoba Multicultural Museums Committee
Manitoba Parents for Hebrew Bilingual Education Inc.
Manitoba Association for Bilingual Education
Manitoba Parents for Hebrew Bilingual Education
Manitoba Parents for Ukrainian Education Inc.
Manitoba Parents for Ukrainian Education Inc.
Manitoba Latin American Association Inc.
Manitoba Chilean Cultural Institute Aravco
Manitoba Multicultural Theatre Association
Manitoba Multicultural Resources Centre Inc.
Manitoba Association for the Promotion of Ancestral Languages

APPENDIX C

Manitoba Organization of South Asians in Canada
Manitoba Community Newspapers
Manitoba Association for Multicultural Education
Manitoba Modern Language Association (Italian Chapter)
Manitoba Parents for German Education
Manitoba Metis Federation Inc. (Winnipeg Region)
Manitoba Academy of Chinese Studies
Manitoba Association of Community Arts Councils
Manitoba Mennonite Historical Society (Mennonite Heritage Centre)
Manitoba Ethnocultural Youth Committee
Manitoba Indian Education Association Inc.
Manitoba Metis Federation Inc.
Manitoba Chinese Post Association
Manitoba Japanese Canadian Cultural Centre
Manitoba Korean Language School
Manitoba Metis Federation Inc. (Southwest Region)
Manitoba Association for the Promotion of Ancestral Languages
Manitoba Hindu Dharmic Sabha
Manitoba Interfaith Immigration Council
Manitoba Ukrainian Arts Council
Manitoba Japanese Canadian Citizens' Assoc
Manitoba Intercultural Council
Manitoba Association of Filipino Teachers Inc.
Manitoba Tsung Tsin Association
Manitoba Ukrainian Arts Council
Max Reinhardt Theatre Canada
Mennonite Economic Development Associates
Mennonite Central Committee Manitoba
Mennonite Brethren Herald
Mennonite Benevolent Society
Mennonite German Society
Mennonite Literary Society
Mennonite Mirror
Mennonite Collegiate Institute
Mennonite Heritage Village Museum (Canada)
Mennonitische Kundschav
Messenger
Miki, Art (Japanese Community)
Mizrachi Women's Organization CIL Global Volunteers
Monika Feist, Director, Success Skills Centre
Multicultural Educational Resource Centre
Multicultural Council of Canada

Multicultural Book Fair Committee
Musee St. Joseph Inc.

N.A.C.O.I. Winnipeg Chapter
N.A.C.O.I. Youth Group of the North
Nanaksar Satsang Sabha Inc.
National Indo Canadian Council
National Association of Japanese Canadians
National Association of Canadians of Origins in India (National)
National Council of Jewish Women of Canada
Native Rainbow Club Inc.
New Silangan
Newsletter
Nigerian Association of Manitoba Inc.
Njegosh Cultural Society
North American Netis Historical Society
Norwegian Canadian Club

Oakburn & District Ukrainian Religious & Cultural Organ
Oakburn Lastivka Ukrainian Dance Ensemble
Order of A.H.E.P.A.
Original Filipino Seniors Association of Manitoba
Orlan Ukrainian Folk Ensemble
Osborne, Prof Ken, University of Manitoba

Padam Bhartiya Cultural Club
Pakistan Canada Cultural Association of Manitoba
Pakistan Canada Cultural Equation of Manitoba
PAVA Folk Ensemble of H.U.C.
Performing Arts & Literature of India (Poli)
Peter Bashuk Progress-Postup
Philippine Association of Manitoba
Pine River Ukrainian Cultural Association
Pioneer Women Na'amat
Polish Language School Parent Committee
Polish Arts and Crafts Guild "Zacheta"
Polish Gymnastics Association "Sokol #1"
Polish Dance Ensemble "Iskry"
Portuguese Association of Manitoba Cultural Centre
Portuguese Folk Dancers of Manitoba
Portuguese Association of Thompson

APPENDIX C

Prairie Performances (Manitoba)
Promin
Punjabi Canadians Society of Winnipeg
Punjabi Cultural Society of Manitoba
Punjabi Senior Association of Manitoba
Punjabi Literary and Cultural Association

Radio Communautaire du Manitoba Inc.
Rendez-Vous
Rhythm International
Rince Na Gaeilge
Ritmo Latino
Ritmo y Tradicion
River East Teachers Association
Roma Club Society

S. Mango D'Aquino Society
Sagkeeng Cultural Centre Inc.
Salvador Allende Cultural Centre Inc.
Salvadorean Canadian Cultural Centre
Scandia Young Folk Scandinavian Centre
Scandinavian Canadian Choir
Scandinavian News
Scandinavian Folk Group
Scandinavian Drama Society
Scanlan Irish Dancers
School of Celtic Studies
Scottish Association of Winnipeg
Second Generation Group of Winnipeg
Serbian Cultural Society
Shayera
Shevchenko Dance Ensemble
Shoal Lake Shutka Ukrainian Dance Group
Sicilian Folk Group of Winnipeg
Sierra Leone National Association
Sikh Society of Thompson
Sikh Society of Western Manitoba
Singh Sabha of Winnipeg
Sioux Valley Cultural Awareness Committee
Slovak Canadian National Council
Societe Historique de St. George

APPENDIX C

Societe Historique de Lourdes Inc.
Societe Historique de St. Boniface
Societe Franco-Manitobaine
Sokol Polish Folk Ensemble
Solvenian Folk Arts Council
Sopilka Dance School
South Winnipeg Kinderschule
South East Asian Refugee Community Organizations of Manitoba
Spanish Club of Winnipeg
Spanish Club Dancers
Spanish Folklore Centre
Sri Lankan Association of Manitoba
St. Demetrios Greek School
St. Demetrios Romanian Orthodox Church
St. Vincent & The Grenadines Association of Winnipeg
St. Lucia Association of Manitoba
Swedish Cultural Association of Manitoba
Swiss Club of Manitoba

Tamil Cultural Society of Manitoba
The Belgian Club
The Pas Arts Council
The Harmonicats
Theatre De Moissac De La Broquerie
Theatre de la Prairie
Thompson Citizenship Council
Thompson Muslim Association
Three Fires Society Inc.
Thunder Bear Singers & Dancers
Tibetan Cultural Awareness Group of Winnipeg
Trinidad and Tobago Society of Winnipeg
Troyanda Ukrainian Dancers Inc. (Seniors)
Tsymbaly Symphony
Tupac-Amaru Research Centre

Uganda Association of Manitoba
Ukrainian Canadian Committee National
Ukrainian Canadian Committee Bulletin
Ukrainian Cultural Centre
Ukrainian Professional and Business Club of Winnipeg
Ukrainian Cultural and Educational Centre
Ukrainian Canadian Committee Manitoba Youth Council

Ukrainian Mutual Benefit Association of St. Nicholas
Ukrainian Catholic Brotherhood (St. Vladimir and St. Olga)
Ukrainian Canadian Institute Provista
Ukrainian Greek Orthodox Women (Lesia Ukrainka)
Ukrainian Academy of Arts
Ukrainian Cultural Association of Thompson
Ukrainian National Home Association
Ukrainsky Holos
Ukrainsky Narodny Fund Inc.
Union Nationale Francaise
Union of Tigrians in Winnipeg
Union Nationale Metisse Saint-Joseph du Manitoba
United Swedish Canadians
United West Indies Association of Manitoba
United Jewish People's Order
United Nations Association
University of Santo Thomas Alumni
Urdu Society of Manitoba Inc.

Valley River Cultural Program
Vasa Order of American Lodge Strindberg #259
Veselka Dancers, Teulon Ukrainian Dance Club
Veselka Ukrainian Orthodox Summer Camp
Vesselli Dancers Inc.
Vietnamese Catholic Community of Manitoba
Vietnamese in Central Canada
Vietnamese Mennonite Church
Visnyk

West-Man Italian Canadian Cultural Committee
West-Man Multicultural Council
West-Man Sikh Society of Brandon
Western Manitoba Jewish Association
Winnipeg International Children's Festival Inc.
Winnipeg Boys and Girls Clubs Inc.
Winnipeg Estonian Society
Winnipeg Mardi Gras Association "Der Treue Husar"
Winnipeg Steel Orchestra
Winnipeg Chilean Association Inc.
Winnipeg Jewish Community Council
Winnipeg Board of Jewish Education
Winnipeg Yiddish Choir

APPENDIX C

Winnipeg Chinatown Development Corporation 1981
Winnipeg Irish Association
Winnipeg Centre for Immigrant Women
Winnipeg Croatian Congregation
Women's Employment & Counselling Service
World Development Education

Young Indian Cultural Forum

APPENDIX D

INDIVIDUALS AND OTHER MANITOBANS CONTACTED

Aggarwal, Arvind
Alcuitas, Ted
Alvarez, Jorge
Amatese, Fratellanza
Anderson, Osmond T.
Andrechuk, Minnie
Asian Community Education Resource Centre
Asmundsson, Gunnvor
Audino, Josie
Auriti, Dina

Bairos, August
Barrett, Charles
Barrie, Brenda
Beda, Dalip S.
Belmonte, Brenda
Benhamou, Christian
Bevis, Desmond
Bielak, Pat
Birolini-Bryan, Maryse
Bjornson, Jack
Bleasdale, Tom
Boon, Julia
Borbely, Olga
Boustcha, Tony
Brass, Gail
Brock, Don
Bryan, Errol C.
Buchwald, Martin

Cameron Muir, Joan
Cantiveros, Linda
Cantiveros, Rod
Carson, Tom
Cenerini, Paul A.

Chan, Kwok-On
Chang, Joe
Chao, Geoffrey
Chinien, Dr. Chris
Christodoulides, Chris K.
Chronis, Antoine
Chu, Tuan
Church, Dorothy
Clement, Gerry
Cliteur, Tony
Cooke, Brenda
Corobow, Irwin
Cruz, Lerma

Dahaliwal, Raj
Davis, Debby
Davis, Velma
de Witt, Zofia
De-Guzmann, Nelson
Denton, Tom
Dhalla, Kulwant
Dhillon, Mohinder S.
Dhillon, Amrit S.
Dhillon, Sukhjinder S.
Dobrovolny, Joe
Doel, Ajit K.
Doig, Sheila
Domingo, Arthur

Earle, Gordon S.
Eddy, Dr. E.
Elliott, Maureen
Embuldeniya, Nieva
Erickson, Susie
Esposiot, Barbara
Esposito, Sandrina

Feist, Monika
Feldshmid, Jurgen
Flynn, Olivia
Fournier, Alphonse
Freedman, Roxy

Friesen, Ralph

Gajadharsingh, Seech
Germscheid, Darlene
Glasgow, Joe
Gorchynski, Mary
Gordon, Dr. D. K.
Gorvie, Randolph
Goyan, Paul
Grabovac, Fr. Isidor
Grande, Franco
Granger, Hermance
Green, Allan
Greenfield, Stuart
Grunfeld, Ms. Roberta Ellis
Guia, Antonio
Guia, Barbara
Guiang, Virginia

Ha, Thanh
Harapiak, Olga
Hart, Paul, Commissioner
Hatzipanayis, Charles
Hauvardas, Effie
Haydy, Caroline
Hayes, Judy
Heimatquelle, Die
Hernaez, Jenny
Hew, Cora
Hinojosa, Marcelo
Holm, Jeannette
Hood, Elen
Hrytsay, Rose

Jae, Key Oh
Jansen, Arno
Janzen, Victor
Jimenez, Mario
Johal, Hakem S.
Jorge, John

Kaila, Sukhdarshan S.

Kampen, Hjalmar
Kass, Brenda
Katopodis, Chris
Kenny, Marilyn
Khalek, Ghulam
Khaliwal, Manjit K.
Khalon, Mrs. G.
Khan, Yasmin
Kiska, Larry
Klaponski, Helen
Klein, Traute
Klymkiw, Mary
Kopelow, Dr. M.
Koshy, Sam
Kosol, Cecilia
Kulas, Gladys
Kungu, Francis
Kurdydyk, Lew
Kutcher, Emily

Lafreniere, Don
Lagimodiere-Gagnon, Michele
Langtry, David
Latoki, Nancy
Layne, Winston
Ledda, Lolita
Lee, Peter
LeNeal, Annette
Lewandosky, Joan
Lim, H. C.
Liu, Leo
Lockwood, Lissen

Mabon, Norman
Macapagal, Dory
Madolora, Maria C.
Maghal, Dost
Magsino, Dr. Romulo
Maharaj, Suenita
Mahmood, Khalid
Malburg, Elisabeth
Mamaril, Jessie

Mamaril, Rafael
Markmann, Anni
Maslowsky, Jerry
Matas, David
Matiowski, Pat
Matiowski, Buck
Maynard, Frank
McDonnell, Pat
McGregor, Myrna-Lou
Medwid, Carla
Mehzenta, Aaron
Melnicer, Ralph
Miki, Keiko
Miki, Art
Mohamed, Adam
Munoz, Hector

Narfason, Oli & Marjorie
Nemeth, Ernie
Nguyen, Xuan Truong
Noel, Maurice
Nordlyset
Novel, Roberta

Oandasan, Lolita
Olivares, Mr. Caesar
Orlikow, Dr. Lionel
Osborne, Prof. Ken
Oulton, Doris Mae

Pacheco, Rene
Padua, Evelyn
Pandya, Hasmita
Pandya, V. S.
Pandya, Roy
Pandya, Shielesh
Paqueo, Claro
Parbhakar, Amrit
Patino, Ken
Penner, Roland
Pesik, Richard
Phangureh, Partap

Phbon, Hope
Phillips, Darcy
Pineda, Freddie
Poirier, Linda Cewich
Ponce, Nestor
Portey, Nadia
Pozdal, Ann
Pozdal, Brenda
Prevalnig, Erwine
Purvis, Heather

Rains, Joan
Ramirez, Eugenio
Ramkissoon, Angeline
Rampersad, Harold
Rana, M. A.
Rand, Baruch
Rebello, Pamela
Reboja, Rene
Reyes, Manny
Richard, Bob
Rielle, Barbara
Riesen, David H.
Roberts, Dolphie
Roger, Dieter
Roger, Margerit
Roy, Rajinder
Rozumna, Oksana

Sabourin, Maurice
Saclamacis, Peggy
Sadana, Krishan
Safi, Dr. Farid
Sandiford, Dr. Keith
Saysana, Khamphonh
Scarpino, Kelly
Schludermann, Dr. E.
Scott-Williams, Salome
Sekhri, Narendra
Sekhri, Vinod
Selch, Pearl
Sengkhankham, Khamsing

Serrano, Jose
Sharma, Vijay
Sharma, Rothas
Sickert, Guenther
Singh, Giani Mohinder Pal
Singh Pannu, Mohinder
Singh Claire, Inderjit
Singh, Kanhaya
Singh Gandhi, Mohinder
Singh Grewal, Jasdev
Singh Mann, Ramjit
Singh Sanan, Sewa
Skwarchuk, Virginia
Smith, Doug
Sobering, Joyce
Sobkow, Tom
Socorro, Juan
Stapleton, Dr. John
Sud, Devi

Tabios, Rolando
Tao, Kai
Taruc, Resty
Tayo-Jones, Eriqueson
Teoh, James
Thompson, Harold
Thompson, Brent
Thompson, Barbara
Thompson, Linda
Thongvankham, Bounnhong
Toews, Sheila
Topham, R.
Toppazzini, Anna Maria

Valentakis, Rea
Varshney, Braj
Varshney, Vipin
Verma, Vinay
Viduya, Vangil
Visnyk, Krystiansky
Vongrathsavay, Bounloy
Vu, Nam

APPENDIX D

Warriach, Amarjeet
Winnemueller, Peter

Yamashita, Lucy
Yaworski, Gerry
Yellen, B.
Yereniuk, Roman
Yoh, May
Young, Dr. Jon

APPENDIX E

PROFESSIONS/TRADES IN MANITOBA CONTACTED

A.U.U.C.
Aboriginal Women of Manitoba
Alliance Francaise du Manitoba
Apprenticeship & Training, Department of Labour, Manitoba
Asian Community Education Resource Centre
Association for Community Living - Winnipeg
Association Acadienne au Manitoba
Association of Physiotherapists of Manitoba
Association of Occupational Therapists of Manitoba
Association for Community Living - Manitoba
Association of Caribbean Nurses
Association for Consulting Engineers
Association of Professional Engineers of the Province of Manitoba
Automotive Trades Association (Man)
Aviation Licensing Office Transport Canada

B'nai Brith Canada, Midwest Region
Betel Home Foundation

Caledonian Women's Club
Canadian Association for Advancement of Netherlandic Studies
Canadian Society of Respiratory Therapists
Canadian Airline Pilots Association
Canadian Association of Ukrainian Teachers
Canadian Mental Health Association Manitoba Division
Canadian Federation of Labour Manitoba Council
Canadian Mental Health Association Winnipeg Region
Canadian Labour Congress
Canadian Association of Second Language Teachers (CASLT)
Canadian Society of Laboratory Technologists
Canadian Bankers' Association
Canadian Friends of the Hebrew University - Winnipeg Chapters
Canadian Medical Association
Canadian Human Rights Commission
Canadian Physiotherapy Association, Toronto
Canadian Ukrainian Institute Prosvita Association

APPENDIX E

Canadian Association of Industrial Mechanical & Allied Workers
Canadian Society of Laboratory Technologists
CARFAC Manitoba
CBC Radio News, Winnipeg
Central Canadian Council of B'nai Brith Canada
Centre for Ukrainian Canadian Studies St. Andrew's College
Certified General Accountants Association of Manitoba
Certified Public Accountants of Manitoba
Chartered Accountants
Child Day Care, Manitoba Family Services
Chilean Heritage Institute of Language & Education Inc. (C.H.I.L.E.)
Citizenship Council of Manitoba Inc.
Civil Service Commission Board
College of Physicians & Surgeons of Manitoba
College of Family Physicians of Canada Manitoba Chapter
Committee for the Promotion of Steel Band in Manitoba
Comparative Education Service, Toronto

Dauphin Allied Arts Council
Dauphin Education and Cultural Association
Dean, Faculty of Medicine, University of Manitoba
Department of Secretary of State, Winnipeg
Der Courier-Nordwestern
Director, Success Skills Centre
Director, Applied Linguistics Centre Ltd.
Director, Inner City Initiative
Drivers and Vehicle Licensing

East Indian Ancestral Language Education Committee

Faculty of Management, University of Manitoba
Fort Garry Teachers' Association

Greek Professional Association of Manitoba
Guides du Canada (Secteur Francais)

Home & School & Parent Teacher Federation of Manitoba Inc.
Hutterian Education Committee Suncrest Colony

Idea Centre, Winnipeg
Independent Order of English Mechanics - Preston Unity
India School of Dance, Music & Theatre

APPENDIX E

Indigenous Women's Collective of Manitoba
Indo Canadian School of Heritage Languages
Industrial Worker's Health Association
Institute of Chartered Secretaries & Administrators
Insurance Brokers Association of Manitoba
International Women Together
International Union of Operating Engineers Local 827

Jewish Child & Family Services
Jewish Educational Publishers

League for Human Rights of B'nai Brith Canada

Manitoba Institute of Agrologists
Manitoba Government Employees Association
Manitoba Registered Music Teachers Association
Manitoba Association of School Business Officials
Manitoba Association of School Trustees
Manitoba Health Organizations Incorporation
Manitoba Pharmaceutical Association
Manitoba Veterinary Medicine Association
Manitoba Association of Gerontology
Manitoba Federation of Labour
Manitoba Chiropractors Association
Manitoba High School Student's Association
Manitoba Association of Filipino Teachers Inc.
Manitoba Optometric Society
Manitoba Heavy Construction Association
Manitoba Association of Chiropodists
Manitoba Forestry Association
Manitoba Multicultural Resources Centre
Manitoba Medical Students Association
Manitoba Association of Registered Dieticians
Manitoba Association of Registered Nurses
Manitoba Hotel Association
Manitoba Association of Licensed Practical Nurses
Manitoba Community Education Association
Manitoba Association of Playwrights
Manitoba Association for Bilingual Education
Manitoba Association of School Superintendents
Manitoba Association of Medical Radiation Technologists
Manitoba Restaurant & Food Services Association

APPENDIX E

Manitoba Association for Multicultural Education
Manitoba Association of Social Workers
Manitoba Child Care Association
Manitoba Fashion Institute
Manitoba Society of Certified Engineering Technicians & Technologists
Manitoba Lao-Canadian Community Education & Culture Centre
Manitoba Home Builders Association
Manitoba Bar Association
Manitoba Society of Medical Laboratory Technologists
Manitoba Writers Guild
Manitoba Association for Rights & Liberties

Ophthalmic Dispensers of Manitoba

Professional Certification Branch, Manitoba Department of Education and Training

River East Teachers Association

School of Respiratory Therapy
Seven Oaks Teachers Association
Social Planning Council of Winnipeg

Ted S. Komar School of Music
The Registrar, Western Canadian Board Examiners for Surveyors
The National Dental Examining
The Registrar, Registered Psychiatric Nurses Association of Manitoba
The Manitoba Dental Association
The Law Society of Manitoba
The Manitoba Association of Architects
Transport Canada

Ukrainian Cultural and Educational Centre
Ukrainian Professional and Business Club of Winnipeg
United National Association

Winnipeg Board of Jewish Education
Winnipeg Core Area Initiative
Winnipeg Police Academy
Winnipeg Police Association
Winnipeg Police Commission
Winnipeg Teachers Association
Women's Directorate

APPENDIX E

Women's Employment Counselling Services
WORKFORCE 2000, Manitoba Department of Education and Training
World Development Education Centre

APPENDIX F

EDUCATIONAL INSTITUTIONS/ORGANIZATIONS CONTACTED

Anderson, Dr. C. Dennis, President, Brandon University

Boon, Julia, Director, Applied Linguistics Centre Ltd.

Canadian Ukrainian Institute
Canadian Medical Association Manitoba Division
Canadian Association for Advancement of Netherlandic Studies
Canadian Federation of Labour Manitoba Council
Canadian Nazarene College
Canadian Association of Ukrainian Teachers
Canadian Labour Congress
CARFAC Manitoba
Centre for Ukrainian Canadian Studies
Chilean Heritage Institute of Language (C.H.I.L.E.)
Chinien, Dr. Chris, Faculty of Education, University of Manitoba
Citizenship Council of Manitoba
Comparative Education Service, Toronto

Dauphin Educational and Cultural Association
Director of Admissions, Keewatin Community College
Director of Admission, Assiniboine Community Colleges
Douglas, Faye, Brandon University
Drew, Dr. Fred, Faculty of Education, University of Manitoba

East Indian Ancestral Language
Eddy, Dr. E., Faculty of Medicine, University of Manitoba
Eide, Dr. Lyle, International Students Office, University of Manitoba

Feist, Monika, Director, Success Skills Centre
Fort Garry Teachers' Association

Germscheid, Durlene, Manitoba Human Rights Commission
Gordon, Dr. D. K., Department of French and Spanish, University of Manitoba

Hanen, Dr. M., President, University of Manitoba

APPENDIX F

Herzine Career College
Hutterian Education Committee, Suncrest Colony

Idea Centre, Winnipeg
Indo Canadian School of Heritage Languages
Inner City Initiative (Education)
International Student Organization University of Manitoba

Jewish Educational Publishers
Joseph, Mr. Gaston, Extension Services, Red River Community College

Keewatin Community College (KCC), President
Knowles, Dr. Tony, President, Red River Community College
Kopelow, Dr. M., Head, Continuing Medical Education

Latocki, Nancy, Director, Admissions, University of Winnipeg
Lebrun, Dr. R., St. Paul's College, University of Manitoba

MacDonald, Dr. S., Faculty of Medicine, University of Manitoba
Magsino, Dr. Romulo, Head, Educational Adm. and Foundations, University of Manitoba
Manitoba Bar Association
Manitoba Education and Training Professional Certification Branch
Manitoba Community Education Association
Manitoba Human Rights Commission
Manitoba Technical Training Centre
Manitoba Multicultural Resources Centre
Manitoba Association of School Trustees
Manitoba Academy of Chinese Studies
Manitoba Association of School Superintendents
Manitoba Lao-Canadian Community Education & Culture Centre
Manitoba Federation of Labour
Manitoba Association for Bilingual Education
Manitoba Association for Multicultural Education
McLean, Rev. M., St. Johns College
Multicultural Educational Resource Centre

Naimark, Dr. Arnold, President, University of Manitoba

Osborne, Prof. Ken, Faculty of Education, University of Manitoba

Penner, Roland, Dean, Faculty of Law, University of Manitoba
Podolosky, Betty, Director of Admissions, Red River Community College

APPENDIX F

President, Assiniboine Community College
Rampaul, Dr. Winston, Director of International Education, University of Manitoba
River East Teachers Association
Robertson Career College
Ruest, Dr. Paul, Rector, Collége universitaire du Saint-Boniface

School of Celtic Studies
School of Psychiatric Nursing
Seven Oaks Teachers Association
Social Planning Council of Winnipeg
South Winnipeg Technical Centre
Stapleton, Dr. John, Dean, Faculty of Education, University of Manitoba
Success/Angus Business College

Tec Voc School, Winnipeg
The National Dental Examining Board of Canada
The Manitoba Dental Association

Ukrainian Cultural and Educational Centre

Winnipeg Board of Jewish Education
Winnipeg Education Centre
Winnipeg School Division I. Race-Relations Officer, Suenita Maharaj
World Development Education

Yereniuk, Roman, St. Andrews College, University of Manitoba

APPENDIX G

PROVINCE OF MANITOBA

WORKING GROUP ON RECOGNITION OF IMMIGRANT CREDENTIALS AND WORK EXPERIENCE

QUESTIONNAIRE FOR PROFESSIONS/TRADE ASSOCIATIONS, LICENSING AND REGISTERING BODIES

A Working Group on the Recognition of Immigrant Credentials and Work Experience (WGIC) has been established to study and recommend ways for the accreditation and recognition of Immigrant Credentials and work experience in Manitoba.

Reviews of past and current research clearly demonstrate that in some cases, there are problems with the recognition of immigrant credentials commensurate with their educational qualifications and achievements.

As part of this study, the Working Group is consulting with Cultural Groups, Professional and Trade organizations, post secondary and other institutions and Manitobans in general.

. Your assistance in completing this questionnaire by February 11, 1991 will be greatly appreciated.

. Please circulate to your membership.

. For further information and additional copies please contact:

Dr. Jerry O. Kuye
Director
Working Group on Immigrant Credentials
1010 - 401 York Avenue
Winnipeg, Manitoba
R3C 0P8
Phone: (204) 945-1698
FAX: (204) 945-1841

All information will be treated **confidentially.**

PROFESSIONS, TRADES OR OCCUPATIONAL MEMBERSHIP

(Admission, Registration, Certification and Licensing)

1. (a) What is your total annual membership in the past four years? Please identify in the table below.

(b) How many applications for membership, registration, licensing or accreditation have you processed or reviewed in each of the past four years? Please identify in the table below.

	1986-87	1987-88	1988-89	1989-90	Total
Occupation/Profession/ Trade (Membership)					
Total number of Applicants					
Total number of Foreign Trained Applicants					
Total number of Full Membership					
Total number of members with Accreditation/Certification/Licensing, status					
Total number of Foreign Trained members that are Accreditated, Certified, Licensed, etc.					

APPENDIX G

REQUIREMENTS AND CREDENTIAL EVALUATION

Accreditation, Certification, Licensing and Registration

2. (a) What role does your organization or association have in the Assessment, Accreditation, Certification, Verification, Licensing and Registration of credentials and qualifications earned from outside of Canada?

(b) What is the basis of establishing an applicants credential earned from outside of Canada?

Please comment on both National and Provincial standards as it affects your evaluation.

3. Is there a process in place for granting credit and/or recognition for experiential learning, prior learning or training for Permanent Residents (Landed Immigrants) who receive their credentials from outside of Canada?

4. Is there a process or mechanism in place for dealing with appeals (re: assessment, admission, certification, accreditation, licensing, registration) from applicants who received their credentials and qualifications from outside of Canada seeking entry to their designated fields? Please elaborate.

5. Does your association or organization have fees associated with the following categories?

   (a) Appeals $____________

   (b) Examinations $____________
   (Professions/Trades/Occupations)

   (c) Assessments of documents $____________

   (d) Exemption from courses $____________

   (e) Verification of documents $____________

6. In order to practise do you have a language-proficiency requirement for applicants who earned their credentials and qualifications from outside of Canada?

   ☐ Yes ☐ No

   If Yes, please elaborate.

7. How frequent are your examinations and where are they located?

   (a) Practical (Location/Frequency)

   (b) Theory (Location/Frequency)

APPENDIX G

8. What courses or programs does your association provide for individuals who earned their qualifications and credentials from outside of Canada seeking entry to the professions and trades in Manitoba?

GENERAL: ISSUES, PROBLEMS AND CONCERNS

9. (a) What resources do you use to understand the educational system of the country of origin? (translation, equivalencies, etc.)

(b) What resources do you use to establish the status of the institution of origin?

10. Are there specific groups of Permanent Residents (Landed Immigrants) who earned their credentials and qualifications from outside of Canada that experience the most difficulties in their attempt to seek accreditation, certification or registration from your association or organization?

☐ Yes ☐ No

If Yes to Question #10, please elaborate.

11. Please respond to the following considering general or specific occupational requirements toward registration, certification or accreditation as you observe them. Based on your experience, how do you view these issues?

(a) Retraining needs (identification, availability of resources, accessibility, etc.)

____

____

____

____

(b) Language proficiency requirements/occupational terminology. (Communication skills, occupational-specific terminology, etc.)

____

____

____

____

____

(c) Cross-Cultural Issues

(i) Are you aware of any organizational culture leading to difficulties coordinating policies and practices across cultures? (Management styles, procedures, etc.)

____

____

(ii) Are you aware of any differences in the diversity of national and provincial educational, technological, training philosophies and approaches? (Technology, equipment, methodologies, etc.)

(d) Are there any other issues that you may want to comment on?

12. How do the regulations , process and procedures in your association either facilitate and/or hinder the following as they pertain to Permanent Residents (Landed Immigrants) who received their credentials and qualifications from outside of Canada?

(a) Accreditation and Certification.

(b) Assessment and Verification of documents.

(c) Language proficiency requirements. (Communication skills, Occupational terminology, etc.)

(d) Fee schedules (Cost, exemption, examination, appeals, etc.)

13. Are there gaps in regulations, guidelines and legislations as they pertain to individuals who earned their credentials and qualifications from outside of Canada?

14. What modifications would be required to facilitate recognition of credentials and qualifications earned from outside of Canada?

APPENDIX G

15. Could you provide us with further comments, recommendations or suggestions on the recognition of credentials and qualifications of individuals who earned their credentials from outside of Canada?

APPENDIX G

Name: ____(Association)

____

Address: ____

____

____

Telephone No: ______________________ FAX: ______________________

Contact Person: ____

Survey Respondent:____

____

Thank you for responding to this survey. Please return the completed Questionnaire by

February 11, 1991 to:

Dr. Jerry O. Kuye
Director
Working Group on Immigrant Credentials
Norquay Building
1010 - 401 York Avenue
Winnipeg, Manitoba
R3C 0P8

APPENDIX H

PROVINCE OF MANITOBA

WORKING GROUP ON RECOGNITION OF IMMIGRANT CREDENTIALS AND WORK EXPERIENCE

QUESTIONNAIRE FOR EDUCATIONAL INSTITUTIONS

A Working Group on the Recognition of Immigrant Credentials and Work Experience (WGIC) has been established to study and recommend ways for the accreditation and recognition of Immigrant Credentials and work experience in Manitoba.

Reviews of past and current research clearly demonstrate that in some cases, there are problems with the recognition of immigrant credentials commensurate with their educational qualifications and achievements.

As part of this study, the Working Group is consulting with Cultural Groups, Professional and Trade organizations, post secondary and other institutions and Manitobans in general.

- Your assistance in completing this questionnaire by February 11, 1991 will be greatly appreciated

- For further information and additional copies please contact:

Dr. Jerry O. Kuye
Director
Working Group on Immigrant Credentials
1010 - 401 York Avenue
Winnipeg, Manitoba
R3C 0P8
Phone: (204) 945-1698
FAX: (204) 945-1841

All information will be treated **confidentially.**

APPENDIX H

EDUCATIONAL INSTITUTIONS

Data on Individuals with Non-Canadian Credentials

1. (a) How many individuals have applied to your institution on the basis of credentials earned from outside of Canada in the last four years?

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

(b) (i) How many Permanent Residents (Landed Immigrants) have applied to your institution on the basis of credentials earned from outside of Canada in the last four years?

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

(ii) How many VISA (Student authorization) students have applied to your institution on the basis of credentials earned from outside of Canada in the last four years?

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

2. How many individuals were admitted to your institution on the basis of credentials earned from outside of Canada in the last four years?

   Please identify by the categories listed below.

   (i) Permanent Residents (Landed Immigrants)

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

   (ii) VISA (foreign applicants on Student authorization)

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

   (iii) Total Number of Individuals admitted on the basis of credentials earned from outside of Canada.

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

3. Of those individuals who were admitted to your institution on the basis of credentials earned from outside of Canada in the last four years, how many registered? Please identify by the categories listed below.

APPENDIX H

(i) Permanent Residents (Landed Immigrants)

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

(ii) VISA (foreign applicants on Student authorization)

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

(iii) Total Number of Individuals admitted on the basis of credentials earned from outside of Canada.

	1986-87	1987-88	1988-89	1989-90
Diploma/Certificate/ Undergraduate	________	________	________	________
Graduate	________	________	________	________

CREDENTIAL EVALUATION

4. What is the basis of establishing a student's credential earned from outside of Canada?

____

____

____

5. (a) What resources do you use to understand the educational system of the country of origin?

(b) What resources do you use to establish the status of the institution of origin?

6. Does your institution hold membership(s) in professional associations which provide information and support in the area of international credential evaluation? Please list.

7. What role does your institution play in the certification process for Permanent Residents (Landed Immigrants) who received their credentials from outside of Canada?

8. Is there a process in place for granting credit for experiential learning?

9. Is there a process or mechanism in place for dealing with appeals (re: assessment, admission, etc.) from applicants who received their credentials and qualifications from outside of Canada seeking admission to your institution?

10. What problems do you face in the accreditation process. (Please use additional sheet of paper if necessary.)

11. Could you provide us with further comments, recommendations or suggestions on the recognition of credentials and qualifications of individuals who earned their credentials from outside of Canada?

APPENDIX H

Institutional Response: ____________________

____

Address: ____________________

____

Telephone No: ____________________ FAX: ____________________

Responding Person: ____________________

____

Thank you for responding to this survey. Please return the completed Questionnaire by February 11, 1991 to:

Dr. Jerry O. Kuye
Director
Working Group on Immigrant Credentials
Norquay Building
1010 - 401 York Avenue
Winnipeg, Manitoba
R3C OP8

APPENDIX I

PROVINCE OF MANITOBA

WORKING GROUP ON RECOGNITION OF IMMIGRANT CREDENTIALS AND WORK EXPERIENCE

QUESTIONNAIRE

INDIVIDUAL RESPONSE

A Working Group on the Recognition of Immigrant Credentials and Work Experience (WGIC) has been established to study and recommend ways for the accreditation and recognition of Immigrant Credentials and work experience in Manitoba.

Reviews of past and current research clearly demonstrate that in some cases, there are problems with the recognition of immigrant credentials commensurate with their educational qualifications and achievements.

As part of this study, the Working Group is consulting with Cultural Groups, Professional and Trade organizations, post secondary and other institutions and Manitobans in general.

. Your assistance in completing this questionnaire by February 11, 1991 will be greatly appreciated.

. For further information and additional copies please contact:

Dr. Jerry O. Kuye
Director
Working Group on Immigrant Credentials
Norquay Building
1010 - 401 York Avenue
Winnipeg, Manitoba
R3C 0P8
Phone: (204) 945-1698
FAX: (204) 945-1841

All information will be treated **confidentially**.

APPENDIX I

INDIVIDUAL PROFILE

1. In what year did you arrive in Canada? 19____

2. What is your current citizenship status?

________Canadian

________Permanent Resident (Landed Immigrant)

________Other (Please specify)

3. Please identify to which of the following age categories you belong to. (Mark "X" in the appropriate box.)

☐ Under 20 ☐ 20-29 ☐ 30-39 ☐ 40-49

☐ 50 or over

4. Gender

☐ Male ☐ Female

5. What was the highest qualification attained outside of Canada in your field of study or profession?

____

____

6. How many years of related professional experience do you have in your field?

________________________years (Outside of Canada)

________________________years (Within Canada)

APPENDIX I

The next section concerns your education, work or occupational experience and general background. Information collected will be used for analysis purposes only and will be kept and treated with strict confidentiality.

7. (a) What degrees, diplomas or certificates have you ever obtained? (Please identify by placing an "X" in the appropriate boxes.)

☐ None

☐ Secondary (High) School Graduation Certificate

☐ Trade Certificate or Diploma

☐ Other

☐ University Certificate or Diploma (below Bachelor level)

☐ Bachelor's degree(s) (e.g., B.A., B.Sc., B.A.Sc., LL.B)

☐ University Certificate (above Bachelor level)

☐ Master's Degree(s) (e.g., M.A., M.Sc., M.Ed.)

☐ Degree or Diploma in Medicine, Dentistry, Nursing, Veterinary Medicine or Optometry (e.g., M.D., D.D.S., D.M.D., B.N., R.N., D.V.N., O.D.)

☐ Earned Doctorate (e.g., Ph.D., D.Sc., D.Ed.)

(b) For each item checked above, please indicate country and institution in which you obtained the qualification.

____

____

____

____

8. (a) Please elaborate on what you do in your present job.

____

____

(b) Is your educational qualification vital to your present job?

____

(c) Have you taken further training in your profession or trade in Manitoba?

____

____

(d) Have you worked in your chosen profession or trade in Canada? Please indicate.

____

____

____

REGULATORY BODIES OR LICENSING AGENCIES

9. (a) Have you applied to any Licensing body or agency designated to regulate practice in your profession or trade?

☐ Yes ☐ No

(b) If yes to Question 9 (a), to which regulatory or licensing body have you applied to formally?

____

____

10. (a) What is the status of your application?

______________ Accepted

______________ Rejected

______________ No decision

(b) If answer to question 10 (a) is a rejection, please state reason(s).

ISSUE AREAS

11. What difficulties/barriers, if any, have you encountered in your attempt to attain accreditation, licensing, recognition and information on your credentials in the trades and profession in Manitoba?

APPENDIX I

12. Please comment on the following issues as they affect you in your attempt to seek entry to the trades and professions in Manitoba.

(a) Are you aware of any evaluation mechanism for prior formal education or training?

(b) Are you aware of any evaluation mechanism for experiential learning?

(c) Do you consider the language tests, skills-evaluation and any other examinations appropriate to your professional, trade or occupational background?

13. Are you aware of any retraining programs in your Professions, Trades or Occupations?

14. Is there a process or mechanism in place for dealing with appeals in your attempt to attain accreditation or get licensed?

15. Do you think that Manitoba Legislation, Regulations and Acts as they pertain to credentials earned from outside of Canada are meeting the needs of Permanent Resident (Landed Immigrant) professional and trades people?

16. Do cultural values create any conflict in your attempt to get professional recognition in your area of training?

____

____

____

____

17 (a) Are there any evaluation fees for credentials or documents earned from outside of Canada?

________ Yes (Cost ____________)

________ No

(b) Are there any exemption fees for courses?_____Yes (Cost __________)

_____No

(c) Are you aware of any option for challenging a test, evaluation or examination?

________ Yes (Cost_______________)

________ No

18. Please list the issues or areas of concern that you think are important to this study?

(i)______________________________________

(ii)_____________________________________

(iii)____________________________________

(iv)_____________________________________

19. Please comment on the following issues as they affect your ability to practice in your profession or trade.

    (a) Foreign work experience/prior learning experience/experiential learning.

    (b) Language requirements (Communication skills, Occupational terminology, etc.)

    (c) Translation of documents.

    (d) Immigration status.

    (e) Other (Please elaborate)

COMMENTS, SUGGESTIONS AND RECOMMENDATIONS

20. (a) In your view, what steps should be taken to facilitate and improve the experiences of individuals like you who wish to practice in their field of training in Manitoba?

(b) Could you provide us with further comments, recommendations or suggestions on the recognition of credentials and qualifications of individuals who earned their credentials from outside of Canada?

APPENDIX I

Individual: ______________________________

Address: ______________________________

____

Telephone No: ______________________ FAX: ______________________

Thank you for responding to this survey. Please return the completed Questionnaire by February 11, 1991 to:

Dr. Jerry O. Kuye
Director
Working Group On Immigrant Credentials
Norquay Building
1010 - 401 York Avenue
Winnipeg, Manitoba
R3C 0P8

APPENDIX J

PROVINCE OF MANITOBA

WORKING GROUP ON RECOGNITION OF IMMIGRANT CREDENTIALS AND WORK EXPERIENCE

QUESTIONNAIRE

FOR

MULTICULTURAL GROUPS AND ETHNOCULTURAL ORGANIZATIONS

A Working Group on the Recognition of Immigrant Credentials and Work Experience (WGIC) has been established to study and recommend ways for the accreditation and recognition of Immigrant Credentials and work experience in Manitoba.

Reviews of past and current research clearly demonstrate that in some cases, there are problems with the recognition of immigrant credentials commensurate with their educational qualifications and achievements.

As part of this study, the Working Group is consulting with Cultural Groups, Professional and Trade organizations, post secondary and other institutions and Manitobans in general.

. Your assistance in completing this questionnaire by February 11, 1991 will be greatly appreciated.

. For further information and additional copies please contact:

Dr. Jerry O. Kuye
Director
Working Group on Immigrant Credentials
Norquay Building
1010 - 401 York Avenue
Winnipeg, Manitoba
R3C 0P8
Phone: (204) 945-1698
FAX: (204) 945-1841

All information will be treated **confidentially**.

APPENDIX J

MULTICULTURAL GROUP AND ETHNOCULTURAL ORGANIZATION PROFILE

1. Are there any barriers or difficulties encountered by Permanent Residents (Landed Immigrants) in Manitoba who received their credentials and qualifications from outside of Canada in attaining accreditation, licensing, recognition, certification and information on their credentials in the trades and professions?

2. The following are issue areas identified as barriers toward Permanent Residents in (Landed Immigrants) Manitoba seeking entry to the professions and trades. How do you view these issues? Please comment.

   (a) What are your views on retraining? (identification, availability of resources, accessibility, etc.)

(b) Language competency requirements. Are they applicable?

(c) Do cultural values create any conflict in the applicant's attempt to get professional recognition?

(d) Is there enough availability of information on qualifications and documents for assessment purposes. (Translation, equivalencies, availability, etc.)

____

____

____

____

____

____

(e) Do you have concerns of cost associated with the following?

Fees:

(i) Assessment of documents: ______________________________

(ii) Verification of documents: ______________________________

(iii) Appeals ______________________________

(iv) Translation: ______________________________

(v) Exemption from courses or programs: ______________________________

(vi) Other ______________________________

(f) Examinations: (Location and Frequency)

____

____

____

3. What is your view about the process for granting credit for experiential learning?

____

____

____

4. Are you aware of any process or mechanism in place for dealing with appeals (re: assessment, admission, accreditation, etc.) from applicants who received their credentials and qualifications from outside of Canada seeking entry to the professions and trades? Please elaborate.

____

____

____

5. Are you aware of any Manitoba Legislation, Regulations and Acts that are meeting the needs of Permanent Residents (Landed Immigrants) with credentials and qualifications from outside of Canada? Please comment.

____

____

____

____

____

____

APPENDIX J

COMMENTS, SUGGESTIONS AND RECOMMENDATIONS

6. Do you have any suggestions that would help alleviate and/or facilitate the accreditation and recognition of credentials of Permanent Residents (Landed Immigrants) with qualifications from outside of Canada?

7. Please use this space for additional comments or recommendations. (Please use additional sheet of paper if needed.)

APPENDIX J

Organizaton:

____

Individual:

____

Address:

____

____

Contact Person:

____

____

Telephone No:________________________FAX:________________________

Thank you for responding to this survey. Please return the completed Questionnaire by February 11, 1991 to:

Dr. Jerry O. Kuye
Director
Working Group On Immigrant Credentials
Norquay Building
1010 - 401 York Avenue
Winnipeg, Manitoba
R3C 0P8

APPENDIX K

TELEPHONE INTERVIEWS AND CONTACTS.

ONTARIO

- Thomas G. Sosa, Deputy Minister
  Ministry of Skills Development
  Toronto

- C. Mounsey
  Anti-Racism Secretariat
  Toronto

- Wenona Giles, Consultant
  Toronto

- Cathy Laird
  Ontario Human Rights
  Toronto

- Marie O'Briene
  Equal Opportunity Division
  City of Toronto

- Nicole D'Avignon
  Council of Ministers of Education
  Toronto

APPENDIX K

QUEBEC

- E. Zinman-Madoff
  Chief de la division des Equivalences
  Service de l'Evaluation et de Référence scolaire et Professionnelle
  Ministère des Communautés culturelles et de L'Immigration

- Enrico Riggie

ALBERTA

- D. Gartner
  Executive Director,
  Professions and Occupations Bureau
  Chair,
  Task Force on the Recognition of Foreign Qualifications

BRITISH COLUMBIA

- Open Learning Institute
  Richmond, (Registrar)

SASKATCHEWAN

- Dr. Howard Woodhouse
  College of Education
  University of Saskatchewan
  Saskatoon

APPENDIX K

OTTAWA

- Dr. J. A. Dupont, Director
  Health Human Resources Division
  Health Serviced Directorate
  Ottawa

- J. Jewers, Director
  Settlement Policy
  Employment and Immigration Canada
  Ottawa-Hull

- Lorraine Bélisle, Director
  Institution and Student Services
  Canadian Bureau of Internal Education
  Ottawa

- Association of Universities and
  Colleges of Canada (AUCC)
  Ottawa

- Canadian Bureau for International Education
  Ottawa

OTHER

- Commonwealth Secretariat
  Malborough House
  London, England

- National Office of Overseas (Director)
  Skills Recognition
  Department of Employment, Education and Training
  Canberra, Australia

- National Association for Foreign Student Affairs (NAFSA)
  1860 - 19th Street, N.W.
  Washington, D.C., U.S.A.

OTHER - Continued

- Trans Regional Academic Mobility and Credential Evaluation Information Network (TRACE)
  c/o International Association of Universities
  1 rue Moillis
  Paris, France

APPENDIX L

CURRENT STATEMENT REQUIRED BY C.E.I.C. OFFICIALS

(Reference at IS 4.16)

IMMIGRATION MANUAL	GUIDE DE L'IMMIGRATION

STATEMENT REQUIRED OF IMMIGRANTS WHO MUST BE REGISTERED OR LICENSED IN CANADA IN ORDER TO PRACTICE THEIR PROFESSION OR OCCUPATION

"I fully understand that the issuance of an immigrant visa to me in no way assures my eventual acceptance into the practice of my (profession or occupation) in Canada. I realize that such acceptance is at the sole discretion of the licensing authority in the province in which I wish to work or practise. I further understand that acceptance by the licensing authority in any province or provinces in Canada is not an assurance of acceptance in other provinces.

I confirm that I have been thoroughly counselled on the difficulties I may encounter in obtaining an opportunity to upgrade my qualifications in order to meet Canadian standards should my qualifications not be recognized by Canadian provincial authorities.

Source:- (CEIC, 1987)

APPENDIX M

CURRENT STATEMENT REQUIRED BY THE QUEBEC MINISTRY OF IMMIGRATION AND CULTURAL COMMUNITIES

STATEMENT REQUIRED FROM PHYSICIANS APPLYING TO IMMIGRATE TO QUEBEC

I, the undersigned ____________________fully understand that obtaining a Quebec Selection Certificate (CSQ) does not guarantee in any way Quebec's approval to exercise my profession.

I am aware that in order to practise my medical profession in Quebec, I must meet the requirements established by the Professional Corporation of Doctors of Quebec, who regulate the exercise of my profession. It is quite possible that I may never succeed or only partially succeed to meet the criteria set by this Corporation. I am also aware that I may have difficulties in qualifying or in obtaining the training needed to meet the requirements of the Corporation.

I also declare having been fully informed that Quebec has a surplus of physicians and that the possibilities of practising my profession are extremely limited because of the quota imposed on the number of intern and resident positions.

____
Signature

on ____________________________

____
Immigration Officer

on ____________________________

Source:- Ministere des Communaute's Cultrelles
et de l'Immigration.
Governement du Québec

APPENDIX N

STATEMENT REQUIRED OF IMMIGRANTS WHO MUST BE REGISTERED OR LICENSED IN CANADA IN ORDER TO PRACTISE MEDICINE

I hereby confirm that I have been fully informed of the difficulties that I, as a graduate of a non-Canadian medical school, am likely to encounter in meeting the requirements established by appropriate medical bodies.

I fully understand:

i) that the issuance of an immigrant visa to me in no way assures that I will be able to practise medicine in Canada;

ii) that there are virtually no opportunities to acquire further medical training in Canada leading to licensure;

iii) that to practise medicine I will be required to meet educational and such other requirements as may be designated by national medical bodies, educational institutions and provincial medical licensing authorities;

iv) that successful completion of the required examinations, such as the medical Council of Canada Evaluating Examination, does not entitle me to a pre-registration training position;

v) that the issuance of a license to practise medicine in a province or territory in Canada is the prerogative of the appropriate licensing body and that the issuance of such a license in one jurisdiction is no guarantee that it will be accepted by other licensing authorities;

vi) that my immigrant status will not be affected by my failure to obtain a license to practise medicine in any Canadian province or territory.

SIGNED BY____

WITNESSED BY ____________________________________

SIGNED AT_______________ON______________19__________

Source: Minister of Employment and Immigration, "New Counselling Form for Immigrating Physicians," Release No. 87-10, March 27, 1987.

APPENDIX O

TABLE 22

MINIMUM INTERNSHIP REQUIREMENTS FOR LICENSURE APPLICABLE TO GRADUATES OF FOREIGN MEDICAL SCHOOLS

Province	Rotating Internship	Additional Year in Canada	Rotating Internship Waived if RCPSC[1] Certification
British Columbia	Yes	Yes	Yes, if one year of specialty training in Canada
Alberta	Yes	Yes	Yes
Saskatchewan	Yes	Yes	Yes
Manitoba	Yes	No	Yes
Ontario	Yes	Yes	No - rotating internshiprequired
Quebec	Yes	Yes (if first year not done in Canada/ U.S.) (THIS YEAR IS OF VARIABLE LENGTH DEPENDING ON THE QUALIFICATION OF CANDIDATE.)	No - unless they have the LMCC[2] title
Nova Scotia	Yes	Yes	Yes
New Brunswick	Yes (approved by CAPPTP[3])	Yes	
P.E.I.	Yes	Yes (if not from Canada/U.S., U.K., Ireland, Australia, N.A., S. Africa)	
Newfoundland	Yes (approved by CAPPTP[3])	Yes, or in U.S.	Yes

1. Royal College of Physicians and Surgeons of Canada
2. Licentiate of the Medical Council of Canada
3. Committee on the Accreditation of Preregistration Physicians Training Programs

SOURCE: Federation of Provincial Medical Licensing Authorities of Canada, 1986

APPENDIX P

TABLE 23

PROJECTIONS OF NURSE DEMAND AND OCCUPATIONAL LABOUR FORCE ENTRANTS, CANADA, 1987 TO 1995

Year	Demand[1] (1)	Replacement Demand[3] (2)	Expansion Demand[4] (3)	New Requirements[5] (4)	Entrants and Re-entrants from the Household Sector[p] (5)	Entrants from the Formal Education System (6)	New Supply[6] (7)
1987	207,125	15,907	N/A	N/A	8,800	8,754	17,554
1988	208,840	16,039	1,715	17,754	8,900	8,759	17,659
1989	210,591	16,173	1,751	17,924	8,700	8,755	17,455
1990	212,777	16,341	2,186	18,527	9,200	8,639	17,839
1991-1995	222,169[2]	83,808	9,842	93,650	46,200	42,174	88,374

1. Based onthe Reference 1987 Growth Scenario.
2. At the end of the period.
3. Losses to employment from attrition. The COPS preliminary estimated rate of attrition has been used for the purpose of these calculations.
4. Net annual change in the deman for nurses.
5. Aggregate requirements for new nurse human resources, generated by totalling replacement demand and expansion demand.
6. Excludes immigrants.

p Preliminary, subject to revision.

N/A Not applicable

Source: Employment and Immigration Canada, Labour Market Outlook and Structural Analysis Branch, Canadian Occupational Projection Sytem Databank, Ottawa, Ontario (CEIC, 1988)

GLOSSARY

AFFIRMATIVE ACTION

Taking positive steps to achieve equal employment opportunity through the application of a systematic approach to the identification and elimination of barriers encountered in employment.

ASSISTED RELATIVES

An assisted relative is a member of the independent class who does not have enough points to qualify as an independent but receives additional points by having a relative in Canada who will undertake a sponsorship for him/her. Assisted relatives include siblings, parents and grandparents less than 60 years of age, married sons and daughters, nieces and nephews, aunts, uncles and grandchildren of the sponsor.

CONVENTION REFUGEES

A convention refugee is any person who, by reason of a well founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group, is outside of the country of his/her nationality and is unable or, by reason of such fear, is unwilling to avail himself/herself of the protection of that country, or not having a country of nationality, is outside the country of his/her former habitual residence and is unable or, by reason of such fear, unwilling to return to that country. Determination of convention refugee status is made on an individual basis by the Refugee Status Advisory Committee.

GLOSSARY

DESIGNATED CLASS

Many displaced and persecuted persons do not qualify under the United Nations refugee definition. As a result, Canadian immigration legislation provides that designated classes of these persons may be identified and assessed under relaxed immigrant selection criteria. Currently there are three designated classes: self-exiled persons, Indochinese, and political prisoners and oppressed persons.

DISCRIMINATION

The conscious act of dealing with a person or persons on the basis of prejudicial attitudes and beliefs rather than on the basis of individual merit. Thus, prejudice is a state of mind, while discrimination is an action.

ENTREPRENEURS

An Entrepreneur is a member of the business immigration program of the independent class who intends and has the ability to establish, purchase or make a substantial investment in a business or commercial venture in Canada that will make a significant contribution to the economy and whereby employment opportunities will be created or combined in Canada for one or more Canadian residents, other than the entrepreneur and his dependents; and who intends and has the ability to provide active and ongoing participation in the management of the business or commercial venture.

EQUAL ACCESS

Absence of barriers to admittance such as those motivated by cultural or racial discrimination, to the institutions of a society. This includes access to services, programs, and employment, among others.

GLOSSARY

FAMILY CLASS

Family Class immigration is designated to facilitate the reunification of Canadian citizens and permanent residents (landed immigrants) with their close relatives from abroad. The family class includes sponsored spouses, fiance(e)s, unmarried children, and parents or grandparents.

IMMIGRATION CLASS

To help achieve the objectives of Canada's immigration policy as set out in Section 3 of the Immigration Act, the Federal Immigration Regulations provide for the admission of these broad groups of immigrants: the close relatives of persons already in Canada (Family Class); refugees and other victims of displacement and persecution (Refugees and Designated Class); and persons whose skills are required in the Canadian labour force (Independent Class).

INDEPENDENT CLASS

Independent immigrants are assessed according to the immigrant selection criteria (the points system), which measure the potential for successful establishment in Canada. Included among independent immigrants are: retirees, entrepreneurs, investors and self-employed persons; assisted (more distant) relatives, who are assessed against economic selection criteria but who receive points because their family members already in Canada undertake to help them become established; and others selected for the labour market.

GLOSSARY

NON-SELECTED WORKERS

All immigrants intending to work except for the principal applicants of all the independent categories, including entrepreneurs, self-employed persons, and retirees. Also, all immigrants of working (16-65 years of age) who do not intend to work upon arrival in Canada.

NON-WORKERS

Working-age immigrants (16-65 years of age) not intending to work.

PREJUDICE

A set of ideas, beliefs or attitudes that negatively prejudge groups or individuals on the basis of real or alleged characteristics or traits.

PRINCIPAL APPLICANTS

All immigrants whose names appear first on the C.E.I.C. landing documents (IMM1000's). Accompanying spouses and dependents are listed after the principal applicant.

RACISM

Discrimination on the basis of racial, national, ethnic origin or color.

RECOGNITION

For the purpose of the UNESCO Convention, the "recognition" or a foreign certificate, diploma or degree of higher education (including all forms of other educational achievement) means the acceptance of such a document as a valid credential by the competent authorities in a contracting state and the granting to its holder of rights enjoyed by persons who possess a national certificate, diploma or degree with which the foreign one is assessed as comparable.

SELECTED WORKERS

All principal applicants destined for the labour force in the independent categories, excluding entrepreneurs, self-employed persons, and retirees.

SELF-EMPLOYED

A self-employed immigrant is a member of the business immigration program of the independent class who intends and has the ability to establish a business or participate in a commercial venture in Canada that will create an employment opportunity for himself and will make a significant contribution to the economic, cultural or, artistic life of Canada.

SETTLEMENT PROGRAMS

Programs designed to assist new immigrants to integrate into a society. These programs could include language training, orientation, housing and counselling services.

GLOSSARY

SYSTEMIC BARRIERS

Institutional barriers, for example, hiring procedures or entrance requirements may have the unintentional effect of exclusion.

WORKER

An immigrant between the ages of 16 and 65 who indicates an intention to work.